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Hospitality Degrees in New Zealand: Exploratory Research

A thesis presented in partial fulfillment of the requirements for the
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ABSTRACT

Recent years have seen a huge increase in the number of hospitality qualifications offered in New Zealand, after the first degree becoming available in 1993. There are now six providers of hospitality degrees. These recent developments raise the issue of whether industry and providers considered the ramifications of introducing degree qualifications.

This thesis explores the place hospitality degrees have here in New Zealand. It takes into consideration the perspectives of students, providers and the industry on hospitality degrees and looks at what the future may hold for hospitality degrees in New Zealand. The views of students, industry and providers were collected via questionnaires and interviews.

The research findings from all the sectors suggest a number of important points. Industry feels that the degree is not enough to enter the work force without an amount of work experience and is very sceptical of what level of management a graduate should apply for. Providers felt that it was industry, which had pushed for this level of qualification although nothing had been done to make the qualification more acceptable to industry by introducing a bench marking system for qualifications for positions within the hospitality industry. Students felt that the degree was a way to formalise the experience they had already gained in the industry to obtain a recognised qualification.

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As with any piece of research which results in the production of a thesis, on the cover there should not only be the name of the researcher, but also the names of all those unsung heroes, those who to varying degrees provided assistance, encouragement and guidance and without whom I would not have succeeded. I am very grateful to all those people (my heroes) who have given me so much of their time, love and energy. In producing this thesis, I can honestly say I was faced with my toughest academic challenge yet not only regarding content, research management and timescale, but also coping with the demands of my fulltime job.

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INTRODUCTION

My first love has and always will be food: from the raw materials to their final preparation and presentation. That is why when I left High School I decided to study a three year Higher National Diploma in Hotel Catering and Institutional Management. When I graduated, I secured a position as junior assistant manager in a Scottish Highland Hotel. After a while, I felt it was time to broaden my life experience, so I travelled to the Middle East and ended up working in Israel. I travelled back to Scotland after extensively travelling throughout Europe. On my return I made the decision to further my career by converting my diploma to an Honours Degree in Hospitality. After graduating, I worked in the hospitality industry in various capacities for a further few years.

I came to New Zealand originally with a one-year work visa. Once here, I applied for various jobs within the hospitality industry and was told by one human resource manager in Wellington "You are more qualified than me and you will find it very difficult to find a job. Wellington is a small pond with few hotels needing someone with your qualifications". I found these comments quite disconcerting, because up until then, I'd assumed that an Honours Degree in Hospitality would make it relatively easy to get a job the hospitality industry in Wellington.

At this stage, realising I had no immediate prospects in the hospitality industry, I found employment as a tutor with the Open Pacific Education Centre. The centre ran courses on Hospitality and Tourism specifically for

Pacific Island and Maori students. This was a new departure for me because although I was suitably qualified, both academically and practically, I had always seen it as a profession I would never enter. This is not to say that I have ever considered a career in the hospitality industry as anything less than professional. "Conforming to the rules or standards of a profession. Professionalism is following a profession as an occupation" (www.brainydictionary.com). To me, the words "professional" and "professionalism" mean that professionals are people who are paid for their expertise. Professionalism is that person "who has gained qualifications or equivalent working in their profession" (Harkison, 2004). However I've come to realise that not everyone shares my opinions. I thoroughly enjoy teaching hospitality; it gives me great satisfaction, and I love sharing my passion for it with my students.

Working in hospitality

Many people hold the view that working in the hospitality industry is an occupation "that anyone can do" or "as a temporary occupation, something you might do until you decide on what you really want to do". There is perhaps some truth to these comments and I will address them in some detail later in this thesis. I believe that for someone to work successfully in "hospitality", she/he should have a real passion for food and people in order to promote the spirit of "hospitality", thereby providing "a meal experience" or "a home away from home experience".

My mother in law once handed me a bottle of wine to open because "you have a degree in hospitality". This made me think: do people really imagine that someone with a degree in hospitality is limited to opening bottles of wine and performing other seemingly trivial tasks? What is their perception? Is a degree in hospitality one, which is not held in high regard -not taken seriously? If this kind of attitude exists, is this why people see a career in the hospitality industry as less than desirable? I'm quick to defend the value of the degree, but then again am I biased?

The increase in hospitality qualifications in New Zealand

In the past twenty years the quantity of qualifications within the hospitality field here in New Zealand has increased tenfold. "Twenty years ago, if you wanted a diploma in hotel management you had to go to the Central Institute of Technology. Ten years later the same programme was also available in Auckland and Christchurch. Now you can obtain a degree, diploma, certificate or other craft related qualifications in hospitality in most major regions through out New Zealand" (Williams, 2002, p.15). Shouldn't these improvements benefit industry, providers, students and the general public? I fear not. What has happened in the past twenty years to increase and improve qualifications within New Zealand? Was the hospitality industry ready for this level of qualification and what is their perspective of hospitality degrees?

Getting a new job inspired me to do this research

It must be clear now that I am very passionate about hospitality. My intention for choosing and researching this subject and producing this thesis will enable me to shed light on some of the issues that higher hospitality education is facing in New Zealand. These issues will be viewed in contrast with overseas studies.

The provider I work for undertook initial research to investigate demand for this degree from 1996 to 1999. This provider surveyed twelve high schools throughout their own region and one other. Ninety-four students were put into sixteen focus groups and they were asked about their career aspirations. There were five career choices that were common amongst a number of respondents. A career in the hospitality industry (chef, professional cookery and hotel management) was third in this list of five.

The provider also surveyed several hospitality establishments within its own region and one in another region near by. These establishments gave their full support for this degree by offering students internships at the end of their course. What the provider wanted was support from industry, which it received. Marketing the degree to industry became a public relations exercise.

My employment began on Monday 19th November. The goal was to establish a new Degree within the Hospitality field. I began barely two weeks after my Head of School. He had been working in Europe and was

not "au fait" with the New Zealand education system. The course had a start date of Monday 24th February. This was a huge undertaking: I was new; my Head of School was new, and we had four months to develop and commence the actual degree. The initial accreditation process was long and difficult, resulting the delay of the degree. The start date was put back twice, and finally commenced on Monday 11th March.

We ran the first year of the degree and finished in November. Prior to the Christmas holidays we had interviewed and accepted fifteen students. When we returned to work in January after the Christmas holidays that number had reduced to five. Because of this low number, February's intake did not run. There were several reasons given by the ten students who had withdrawn, ranging from not wanting to move from home to receiving better than expected results from their end of year examinations.

The last reason really interested me. I wondered if studying a hospitality degree had been seen as a last option. This led me to ask another question: What kind of students does a hospitality degree attract and why? This question may sound silly; however, if we knew who our potential students were, we could market specifically to them. What is interesting to note is the initial research conducted used data collected from sixth and seventh formers. In the years that this course has run, the percentage of school leavers in my classroom has been very low, varying from 20 to 23 percent.

From the initial concept of the degree to the commencement of classes, several global events had impacted on the number of students available to enrol in hospitality courses. The terrorist attacks in America in 2001 had an impact on tourism worldwide. People did not want to travel outside their own country and the result of this was many tourism companies went out of business and also several airline companies went into liquidation. On the other side of the world it was a different story for New Zealand. It was now seen as a "safe" destination.

This phenomenon was researched and documented by tourism and hospitality organisations within New Zealand in various forms, including the annual report in 2002 by the Hotel Association of New Zealand (HANZ). "Despite the events of September 11, tourism both domestic and international, has reached record levels. The strong domestic economy has seen New Zealanders holidaying and spending their discretionary dollar at home, while despite international unrest, New Zealand has been seen as a safe haven" (HANZ annual report, 2002).

Looking into the future for degrees in hospitality within New Zealand

Terrorism resulted in a market reduction in the number of tourists travelling the world. General opinion supposed that the tourism industry was in decline and as a consequence potential hospitality students would rethink their career choice. Even though tourism has recovered from recent global events there is a decline in the number of students available

for enrolment. This is one of the major concerns for all of the providers of hospitality degrees within New Zealand.

What is the future of hospitality degrees within the New Zealand context? If the internal and external ramifications are not addressed, degrees in hospitality may disappear from future curricula of New Zealand hospitality providers. This reality was a major stimulant for my research.

In various teaching establishments throughout New Zealand, many tutors like me would not want to see hospitality degree programmes disappear. For me I will wonder why I have worked so hard to get a degree up and running. I feel I have been so privileged honoured and challenged to start this degree—one that has been a challenging experience with steep learning curves. It is rare you are given the opportunity to set up a degree in a profession you are so passionate about.

I think that it is appropriate that the Hotel and Catering International Management Association (HCIMA) have adopted the symbol of Janus as the embodiment of its activities. "Janus is one of the oldest Roman deities, depicted with two faces, one facing forward and one facing to the rear. He was a god of vigilance and wisdom who knew the past but looked to the future" (Ingram, 1999, p.140). As hospitality educators, Janus embodies what we must do: look at what we have done in order to move forward because we are teaching the hospitality managers of the future.

Graduation day and seeing your students receiving their degrees is one of the proudest and reflective days for any tutor. I hope that there will be many more graduation ceremonies here and around the country with many more people graduating with hospitality degrees. To fulfil this dream I must look at what others and I can do to make these degrees strong enough to survive. In order to make hospitality degrees stronger, research has to be conducted, questions have to be asked, data needs to be collected, collated and published.

The research I conducted had one very specific research question: What is the place of hospitality degrees within the New Zealand context? This question generated three sub questions:

What is the history of hospitality education with the New Zealand context?

What are the perspectives of students, providers and the industry on hospitality degrees within the New Zealand context?

What is the future of hospitality degrees within the New Zealand context?

Conclusion

Before I commenced my research, I conducted a literature review on previous research that had been completed on my research questions. Findings of this can be found in the following chapter. Reviewing previous

research continues in the third chapter as I look at the history of New Zealand hospitality qualifications. In chapter four, I describe the methodology I used to conduct my own research. I analyse the data I collected during my research in chapter five. I discuss the similarities and differences of the literature and the data I collected in chapter six and finish with a conclusion and recommendations chapter.

LITERATURE REVIEW

Introduction

It is necessary to cite any research project in relation to current research; library searches were conducted to find information that would illustrate the objectives stated for this research. A review of relevant and current literature, periodicals, books and articles was undertaken and is ongoing.

Definition of hospitality

In the early part of the twenty-first century, researchers are still no further forward in clarifying what hospitality *is*. If you asked a hundred people what hospitality is, you will get a hundred different answers. "The word 'hospitality' can generate rich mental images depending on whether you are a recipient or a provider of its services" (Ingram, 1999, p.140). In the first lesson for tourism and hospitality studies, I explain that hospitality has been around since Jesus was a boy. "The idea of hospitality dates back to Biblical times and much further with references to innkeepers and later accounts of weary travellers receiving a mug of ale and a place to lay their head. The concept has always remained the same "to satisfy and serve the guest"" (Chon and Sparrowe, 2000, p.1). Hospitality has been around for thousands of years, and yet we still have no one definition of "hospitality". "Precisely what different researchers mean when they use the term hospitality is rarely defined or explained in either a clear or an acceptable way" (Brotherton, 1999, p.165). When I refer to

"hospitality" in my thesis, the definition I am most drawn to is this: "Hospitality is accommodating the general public with a place to stay and or to serve them food and beverage while they are away from their home environment" (Harkison, 2004).

Previous hospitality research

Industry's idea of research differs from education's idea. Industry sees research as a way of gathering evidence to confirm business decisions and rarely considers research as a way to investigate issues that are ongoing and as of yet have no answers. "Research to industry often is a form of "intelligence gathering" to provide contextual background or more often is selectively used and presented to support a pre-determined business decision" (Jones and Phillips, 2003, p.290).

Worldwide hospitality educators are continually analysing the results of research to show industry the necessity of conducting research "...hospitality education is a vehicle for improving the quality of employees in industry..." (McDonald and Hopkin, 2003, p.156).

Two such studies were carried out in the UK and the USA to investigate what industry thought of graduates and how industry was preparing for a change in the qualification status of their employees. Ineson and Kempa conducted the UK study in 1996: "Selection for vocational courses at university: Part I - perspectives of the employers of graduates." Blum ran

the USA study in 1996, entitled "Organization trend analysis of the hospitality industry: preparing for change."

During 1997 in the UK, Ineson and Kempa looked at the problems of the incorrect selection of students to study hospitality. "Selecting students: is there an education-industry mismatch." The findings of this study highlighted a mismatch between admission procedures and what the selectors considered to be important. This resulted in a high attrition of students in degree programmes. In 2001 Jenkins, University of Huddersfield, UK, took this research further and conducted a bi-country research project: "Making a career of it? Hospitality students' future perspectives: an Anglo-Dutch study." He examined the ramifications of this mismatch "...many hospitality students, through exposure to the subject and industry, become considerably less interested in selecting hospitality as their career of first choice. This may have important repercussions, both for the hospitality educator and the hospitality industry" (Jenkins, 2001, p. 19).

Future issues for hospitality education were investigated in both the UK and Grenada. Sigala and Baum conducted the UK study in 2003: "Trends and issues in tourism and hospitality higher education: Visioning the future." The findings of this study indicated a necessary shift from the current balance of an educator-centred model to a learner-centred model. This could be developed via information communication technology. While in Grenada, McDonald and Hopkin conducted a research project in 2003: "The future of hospitality education in Grenada." This study highlighted

the importance of stakeholder participation in the development of curriculum's that were more relevant to local demands. Also the use of role models would develop a more positive image of the hospitality industry.

While parallels can be drawn between international literature and the research that I have conducted, to date, no New Zealand literature could be found to support the research questions that I asked; however, this is not to say no research has been done. During 1996 in New Zealand, Sonia Francis completed research on the profile of general managers of international hotels in New Zealand and found no previous research on this subject. "There has been no published research carried out in New Zealand on the management role of *General Managers (GM)* of international hotels" (Francis, 1996, p.53).

Why is there a lack of hospitality research being conducted in New Zealand? Could this be because certain issues that may affect the hospitality industry and education have not been identified and researched? "While the relationship between education and behaviour has been studied extensively in other disciplines, to date, no published studies have been conducted focusing on comparisons of different education systems and their impact on the hospitality industry and its managers" (Groschi and Barrows, 2003, p.229).

In 2004, hospitality research within New Zealand received new recognition in the form of an academic journal *The New Zealand Journal of Hospitality Management*. This journal was launched with the help of the Hospitality

Standards Institute (H.S.I), but the first edition is yet to be published. That is why there has been the inclusion of a non-academic journal *Hospitality magazine* within this literature review. First published in 1984, this magazine gives current hospitality information for people in industry and education.

Hospitality research within New Zealand seems to be a new and unmarked territory. Literature from overseas has identified perhaps the biggest problems faced by hospitality research workers in the past twenty years as the reality of the research, itself. "Other hospitality management researchers have also called for the hospitality management research community to raise the importance of hospitality and hospitality research" (Brotherton, 1999, p. 165).

By looking at previous research undertaken, it seems that no investigation has been carried out to ascertain if there was a need for degrees in hospitality within the New Zealand context. Furthermore, since hospitality degrees have been introduced, there still has been no investigation into whether the hospitality industry was ready for this level of qualification, and what their perspective is of hospitality degrees.

Industry's perspective of graduates' internship and practical in degrees

Research was conducted in Britain, America and Turkey to ascertain what employers honestly thought of graduates. "I honestly don't expect to get too much out of them (i.e. graduates)...I haven't got very high expectations,

my expectations are of them as people and just because they've got a degree I don't necessarily expect them to produce anything. It's the fact they've got grades, they've got talent, they've got sense... its almost as if you know they're going to be all right with customers" (Jameson and Holden, 2000, p.268).

Employers' thoughts in an American study indicate that "...students seem well-prepared for the industry and that most are excited and energetic...the students were well-prepared technically... weaknesses involve the students' frequent overestimate of their abilities and their unrealistically high expectations for their first jobs" (Lefever and Withiam, 1998, p.2).

Employers' thoughts in a Turkish study indicate that "...university graduates generally were team players...They tended to be more entrepreneurial and self-confident than their non-degree counterparts... some managers did find problems with university graduates...They found that some university graduates tended to have a know-it-all condescending attitude, they lacked stamina when coping with the hectic industry environment... graduates, in general, came directly out of school expecting to go into a management position" (Collins, 2002, p.159).

Most graduates complete a period of internship within their degree. Having time away from the academic world gives students the ability to see for themselves what the hospitality industry is all about. Internship gives industry the opportunity to look at the students. "Developing relevant

skills away from a purely academic setting is in line with a number of pressures acting on all universities... Employers in the labour market have, for some time, been claiming that higher education (HE) should produce graduates who are flexible and able to cope with... the changing complexities of commercial life" (Morgan and Turner, 2000, p. 454).

There are many benefits for having internships within hospitality degrees for students and employers. "Employers value supervised work experience as an excellent introduction to the world of work...instilling a sense of realism as to what the industry is about...career opportunities which it offers. The period of work experience also provides an opportunity to develop key skills such as teamwork, communication and personal attributes such as persuasiveness and self-discipline" (Rimmington, 1999, p.190).

With every positive there is always a negative. Employers may feel that one of the benefits of students completing internships is that they are a source of cheap labour. This may, in turn, taint the students' view of the industry "...work placement which is an integral part of most hospitality management courses tends to mature students to 'real life' and may sour them forever against the industry. This may be due to inadequate support given by institutions, who are seen by some employers as supplying motivated and cheap labour for the busy season" (Ingram, 1999, p.145).

Industry was asked what length and what kind of internship students should complete "...they were more concerned with the extent of the experience rather than the specific nature of the assignments...an

internship should expose the student to every area of the sponsoring organisation, whether it be a hotel, restaurant, or other facility. A number of respondents mentioned a year as a good length for an internship" (Lefever and Withiam, 1998, p.73). Internships are usually the last thing that students complete before they graduate, giving them another practical tool to put in their management tool box and preparing them for their first position.

The diversity within a hospitality degree can be identified as having practical work, particularly in the food production and service area, incorporated in the curriculum. Practical experience is very important for graduates as they must have at least an understanding of what goes on to enable them to lead by example. "Graduates should be prepared to work in kitchens and restaurants to acquire practical skills. They should recognise that with that kind of grounding they will be in an excellent position to reach a senior level" (Rimington, 1999, p.187). But there is fear that training restaurants don't give students a realistic view of the industry. "If the objectives of teaching restaurants were solely to introduce basic skills, that outlook would see all teaching restaurants closed down immediately. It can, however, be argued that developing analytical and synthesizing skills commensurate with degree-level study is not well served by industrial experience alone" (Morrison and Laffin, 1995, p. 26).

In the UK there has been a move towards reducing the amount of practical work graduates do during their degree due to the cost. Education providers have had to think of alternative ways for their graduates to gain

this practical experience through tendering the work out or asking industry for sponsorship. "It is clear that there are cost problems in operation in respect of facilities...it might be suggested that this cost pressure will exert an influence on educationalists to be innovative and creative in their teaching...there is already a debate on the issue of traditional knowledge, the cost pressure in education may well contribute positively to the future development of this area of knowledge" (Baker et al, 1995, p.24).

The hospitality industry is forever changing, and it has been difficult for providers to supply industry with graduates who meet their requirements. "The traditional skill-based focus of hospitality programmes is being challenged by the rapidly changing needs of industry for more general managerial skills and interpersonal skills and interpersonal competencies" (Jenkins, 2001, p.13). It is these changes that educators have to take on board in order for the degrees to be accepted by industry and become a requirement of new staff members--instead of it being considered an added bonus!

The role of qualifications in hospitality

Richard Branson, of Virgin Company fame, has no formal qualifications and, therefore, people may question the necessity of qualifications. Qualifications could be seen as a way of industry benchmarking what they require from potential employees. "Bench mark: a standard by which something can be measured or judged" (www.brainydictionary.com). "Bench marking is a process of setting standards and procedures"

(Harkison, 2004). The necessity could be that if we introduce a benchmarking system into hospitality, we may not face a workforce with diverse educational backgrounds. "The absence of educational qualification criteria for employment in many areas of the hospitality industry, results in an industry comprised of employees from diverse educational backgrounds" (O'Mahony and Sillitoe, 2001, p.21).

Career books are unsure what advice to give people who are thinking of entering the hospitality industry. "There are several types of training courses that could kick-start your career in the hotel industry. There are also some great courses that could change the direction of your career if you are already working in the industry. But the question still remains: Are formal qualifications necessary to break into the hotel industry? Unfortunately, there is no right or wrong answer to this question, as no single course will shoot you straight to the top of the industry, and neither will all the experience in the world make you right for a certain position" (Campbell and Featherstone, 1995, p.69). Giving this kind of advice can create an industry that becomes attractive to unqualified workers "... open entry, however mitigates against unqualified employees as they seek career advancement often resulting in loss of experienced personnel from the industry with subsequent economic implications for service provision, productivity and the training of replacement personnel" (O'Mahony and Sillitoe, 2001, p.21).

Many unqualified workers are entering the hospitality industry. Research conducted by O'Mahony and Sillitoe indicated that education is now seen as

having a place in helping to reduce the rate of staff turnover which the hospitality industry experiences. "It is widely accepted that education is the key to the development of a professional and sustainable industry. Furthermore, it is claimed that the development of career pathways for hospitality employees can significantly reduce industry attrition" (O'Mahony and Sillitoe, 2001, p.21).

There is evidence in New Zealand that "the hospitality industry is changing and today there is more demand for qualifications" (Peat, 2002, p.44). The hospitality providers in New Zealand have taken up this demand. "The hospitality industry is spoiled for choice when it comes to training. There are courses in training institutions from Whangarei to Invercargill, offering national and international qualifications in cookery, service, liquor licensing, food safety, bar work or management" (Peat, 2002, p.44).

With this demand from industry, polytechnics in New Zealand have had to re-look at their role because it is changing "...polytechnics role in hospitality and foodservice education has traditionally been at the pre-employment stage where the bulk of the full time students have been college-leavers seeking to obtain a formal qualification, which they believe will assist in securing employment with in the industry" (Williams, 2002, p.15). Polytechnics and other training providers have had to re-evaluate their hospitality courses and now there are six providers offering degrees within the hospitality field.

Research projects have been undertaken to determine if qualifications really do give people a head start in the industry and/or position them to receive promotion quicker "... the link between formal qualifications and promotion within the hospitality industry appears to have strengthened. According to Wood (1994), for instance, "... there is evidence that, in the corporate sector at least, formal qualifications and formal training of employees at all levels has gained in importance"" (O'Mahony and Sillitoe, 2001, p.22). The benefit of degree qualifications for hospitality employees in New Zealand will take time to be recognised. Countries like the United Kingdom are only now identifying this difference "...the main findings of a recent HEFCE (2001) report were: Qualifications have a strong impact on the career development of managers in the corporate hospitality industry. There are a number of points in the management hierarchy that are difficult to pass without a degree level qualification. At the moment this tends to be at the area of senior management level" (Knowles et al, 2003, p.45).

More benefits of completing formal training in the form of degrees were identified four years ago in a study conducted in the UK. Researchers evaluated the benefits of completing a degree as opposed to working your way up the ladder. The results suggested that even though you can still work your way to the top, there was evidence to suggest that education did have its advantages. "Given this and previous research findings, it is self-evident that the college route has won the debate; however it is still possible for someone to work their way up through the ranks. The implication for education is positive in the sense that hospitality education

has proved its worth and can make a recognised contribution to career development" (Ladkin, 2000, p.231).

The negative finding in this research was in that the hospitality industry did not appear to discern the difference in levels of qualifications. "The industry appears not to be able or willing to differentiate between levels of vocational education, and simply takes vocational education per se and develops that. This raises a number of questions for education providers, and a consideration has to be whether courses are failing to meet students' expectations, or whether we are not training in a way which is recognised by industry" (Ladkin, 2000, p.231).

What is interesting to note is that industry itself is unclear as to the best method of training "...there is currently much debate within the hospitality industry concerning the best way to train people for a career in hotel management. The debate centres on whether training in traditional craft skills is the most important aspect for a successful career or whether the emphasis needs to be on developing managerial skills" (Ladkin, 2000, p.226).

Providers and industry have different ideas of what is best for the student. The argument is ongoing, with both sides seeing it from their own, specific point of view. For example, educators see their role as proactive: "hospitality management education, like all professional education should lead the industry rather than follow it. Hospitality educators who prepare students for senior positions must anticipate the future needs of the

industry and provide the research and leadership that will chart the path. Yet most programmes today are ill equipped structurally and culturally to be sensitive and adaptive to environment change" (Jayawardena, 2001, p.311). On the other side of the argument is an industry viewpoint, which is not in agreement with education providers: "The hospitality industry has very definite views on what it expects as the output from hotel and tourism schools. The continuing debates in the trade press suggest that education and industry still cannot agree completely on what students should be taught and, to complicate the issue further, this may be at considerable odds with what the students wants to learn" (Lockwood, 1995, p.41).

As with most conflicts, the solution here seems a long way off, and there may be casualties along the way. "The industry will find that it will cost them more not to have graduate employees as they compete for the consumer dollar. Lastly, industry and universities have gone in separate directions far too long and it is time we realise that we are in the same boat!" (Collins, 2002, p.162). This problem is not isolated to one particular country, as similar issues have been identified worldwide.

The history of international hospitality degrees

The American degree programmes were implemented in the 1920s to enable recognition of the Hospitality industry. "Tertiary level hospitality and tourism education is a relatively recent phenomenon, originating with the 1920s US extension programmes to assist those interested in planning and managing their own hospitality businesses" (Hing, 1997, p.249). This

growth continued with programmes being established independently of other schools at universities "In the 1920's, E.M. Statler and the American Hotel Association helped to establish the hotel program at Cornell University. This program grew into an independent school, and other colleges and universities also sought to provide talent for a rapidly expanding industry" (Goodman and Sprague, 1991, p.61).

American hospitality education has gone through many changes in the past few years "...whilst acknowledging the continual importance of operational and craft skills, there is a gradual move towards more management and business style training. This is particularly evident in relation to hospitality education in the USA" (Ladkin, 2000, p.227). These changes have in turn, increased the amount of courses available to students. "Of the vast array of academic majors and fields of study offered by universities in the United States, few, if any, have experienced as much development and growth in the past 20 years as hospitality management" (Kent et al, 1993, p. 90).

In the 1960s, Britain's "...first degree course in hotel and catering management was offered by Battersea Technical College in 1967 and the first Higher National Diploma (HND)... was available in 1969" (Ingram, 1999, p.145). Battersea Technical College later became the University of Surrey. They were one of the first universities to offer a Masters in Hospitality.

In Britain, the question has been raised: Who pushed for these higher hospitality qualifications? Ingram's research has suggests that the British hospitality industry instigated the move towards degrees "the provision of hospitality management courses mirrors the pattern of demand for "professional" managers in the industry" (Ingram, 1999, p.145). Ingram's research also highlighted that "the literature suggests that the strong demand for degree educated managers will continue..." (Ingram, 1999, p.145). There may be a demand, but compared with the rest of Europe, the number of graduates in management positions is very low "partially as a result of British students' reluctance to enter industry, Britain has the lowest proportion of graduates at both top management and management in general compared to *Germany and France*" (Groschl and Barrows, 2003, p.239).

In France, hospitality rarely exists at a university level. "The French authorities for hospitality education feel rather strongly that university level education is no place for vocational training such as catering and hotel management" (Groschl and Barrows, 2003, p.231). Two exceptions are Toulouse and Strasbourg Universities, which have introduced more general business or management education along with craft-based knowledge and skill to the hospitality discipline. It has been suggested that a degree would provide the French hospitality managers with a distinct advantage "with the development of such university degree programmes in hospitality management French hospitality managers would have both technical skills and the managerial knowledge" (Groschl and Barrows, 2003, p.232).

It was only eleven years ago that Italy started to offer degrees within hospitality and tourism. "A 1993 national law on higher education has dramatically impacted the evolution of hospitality and tourism higher education. Academic courses offered in this sector increased from zero in 1992 to twelve Associate and two bachelor degree programs in 1995" (Formica, 1997, p.48). It would appear that these degrees were introduced with no consultation with the industry "concerns for the professional future of new graduates is also supported by the fact that middle management positions, which appear to be more suitable for those individuals awarded with bachelors' degrees in the field, are rarely created by Italian hospitality and tourism organisations" (Formica, 1997, p.53).

In the same year as Italy, Cyprus introduced hotel training programmes at the Hotel and Catering Institute. This demand had come from industry "the major goal of the Institute originally was to meet the demand of the rapidly expanding hotel industry for staff at the technical level" (Varnavas and Soterious, 2002, p.67).

Turkey faced a shortage of trained staff within the tourism and hospitality sectors: "this current growth is faced with a shortage of trained individuals across the entire sector. In order to meet this shortfall, THM¹ education must find ways to increase the number of and quality of graduates from existing or modified programs" (Collins, 2001, p.152).

¹ Tourism and Hotel Management

Compared to the hospitality courses available in the United Kingdom, Brazilian hospitality education is new: "...the tourism/hospitality courses are very recent in Brazil because 72.2 percent of the courses started in the 1990's. It is important to point out that 35 percent of the courses were created in 1998. When comparing this situation with the one in the UK, the undergraduate courses in hospitality started in the 1960's long before the tourism course which started in the 1980's" (Knowles et al, 2001, p.47). Market demand appears to be behind the development of these courses: "the main purpose for the opening of tourism/hospitality courses in Brazil, according to 80 percent of the answers, market demand" (Knowles et al, 2001, p.47).

The evidence above does suggest that the hospitality industry demands skilled graduates. In Australia, research was conducted to determine if higher hospitality qualifications made a difference to the workforce, and who demanded these qualifications: "...a fundamental question is the contribution such education makes to delivering an effective workforce...expansion in the number of hospitality degree places has been driven by students, rather than industry, demand" (Hing, 1997, p.249). In the literature that was consulted from overseas, industry has been identified as the main advocate pushing for higher qualifications in hospitality. In New Zealand, however, lack of literature on this subject makes it difficult to determine who is really driving the demand here.

No matter what country you are conducting your research in, there is an ongoing debate as to what school or faculty hospitality degrees should fall

under "...in the UK the majority of courses in tourism/hospitality are being offered by business departments/schools, in Brazil the ones responsible for doing so are the tourism/hospitality departments and colleges" (Knowles et al, 2001, p.47). Even within the New Zealand context, hospitality degrees are found under various schools and faculties within institutes and universities. This causes problems for non-hospitality academics because there is no continuity to which faculty or school hospitality degree belongs. They are often lumped together with other "soft science" degrees "...hospitality management is often offered as part of a combined programme with other subject disciplines such as tourism and leisure. Alternatively, it may share areas of curriculum with business and management studies" (Rimington, 1999, p.186). It is the diversity of hospitality degrees that makes them such a mystery to non-hospitality academics "to some educators, such diversity suggests that hotel and restaurant management educational programs are the university's illegitimate stepchildren rather than family members" (Marshall, 1997, p.20). Problems of diversity for hospitality education do not stop there. The issue is that hospitality qualifications are considered vocational training; training that has a practical element in it and that brings a new set of problems to contend with.

Training and Professionalism

"Courses, which have a pronounced professional or vocational orientation in that they lead directly into particular professions or occupations (in fields such as medicine, education or hotel and catering management)" (Ineson

and Kempa, 1996, p.14). But hospitality personnel are not seen as equals to doctors or teachers. Why has this level of qualification not brought the level of professionalism to the hospitality industry that is seen and recognised in other professions? I feel the status of hospitality personnel will remain at a stalemate until something is done: "in the future, the status of tourism and hospitality studies is unlikely to change unless both industry and academia recognise and appreciate the value of developing highly skilled and competent tourism and hospitality managers" (Sigala and Baum, 2003, p.374).

Although Ladkin disagrees, he believes that the status of the industry may be about to change. He indicates this in his research into the importance of vocational education within the hospitality industry "... vocational education is now the starting point for managers in the hospitality industry" (Ladkin, 2000, p.228). The research looked at vocational education as a way to develop people's careers "... vocational education clearly has an influence on career length when compared to a general non-vocational education. Thus, a vocational education relevant to the industry is a factor, which influences career speed. Clearly, people seeking a career in hospitality management would be advised to undertake a vocational course to enhance career development" (Ladkin, 2000, p.229).

There are other positive indications from overseas that the status is about to change. In the United Kingdom, there have been efforts to improve the status and professionalism of hospitality and tourism studies: "...efforts to increase the professionalism and status of tourism and hospitality studies

are reflected in initiatives, efforts and educational networks such as the Learning and Teaching Support Network (LTSN) in hospitality, leisure, sports and tourism education in the UK" (Sigala and Baum, 2003, p.374). I believe that educators can't do this alone and need the support of the hospitality industry to promote professionalism and increase the status of the industry to the general public "regrettably, our industry as a whole is not regarded as a profession or a career option by the majority of the general public" (Williams, 2002, p.15). Career officers' have the same thought: "I have heard it said that careers officers' look on catering as a last resort: "If you can't do anything else try catering". Well, in the bakery trade, it goes one worse - If you can't even get into catering, there's always baking!" (Harbourne, 1999, p.37).

How can the hospitality industry be seen as a profession and its status improved? The first step is providing employees that exhibit consistent quality in their performance. Relying on in-house training, however, can have problems of its own, with consistency of the training being one of them. Not all hospitality establishments are the same in the area of in-house training, but there seems to be a common pattern: "...training in the hospitality industry is of the unstructured, on-the-job variety. It consists of new employees following 'experienced' employees for a very short period of time. After this brief stint, of what is euphemistically referred to as the 'buddy system'² or 'OJT'³, the new employee sinks or swims" (Clements and Josiam, 1995, p.10).

² Working with another employee who is doing the job already.

³ On the Job Training

"Working with Nelly"⁴ working alongside an experienced employee in order to gain training is very common in the hospitality industry. I have been "Nelly" and I have had to work with "Nelly." The problem with using "Nelly" as the industry training system lies in the areas of consistency and quality: how good a teacher/trainer is "Nelly"? The reason for "Nelly's" continued use in the industry is money: how much training employees receives comes down to what an individual establishment can afford to spend on that training: "the main barrier to structured training is that the costs of training are upfront and obvious, while the benefits appear to be remote and unmeasurable" (Clements and Josiam, 1995, p.10). Initial training costs are high and this may be the only training that employees ever receive. Further training or education creates more expense and a new set of problems for employees: "situational barriers include such things as income, health, family responsibilities, work obligations, place of residence, childcare needs and transportation... work schedules, also fall into this category, with people that are engaged in part-time employment and shift work at unusual hours reporting the most difficulties. This is a common occurrence in the hospitality industry" (O'Mahony and Sillitoe, 2001, p.23).

Another problem of in-house training is the actual structure of the training: "the hospitality industry is sorely in need of structured training to improve service and profitability. Negative perceptions of the value of structured training can be overcome and the financial benefit can be calculated, if one takes the time to utilize the simple formulae presented in the model. What needs to be demonstrated is that structured training can

⁴ Working with another employee who is doing the job already

deliver performance-based result" (Clements and Josiam, 1995, p.15). The true cost of staff training is not fully realised by the hospitality industry and what is not highlighted is what training should take place and when. Training can be seen as the way forward; however, we need to have a clear vision of the future of the industry and its needs before we can move forward.

The future of hospitality degrees

In order for hospitality degrees to continue, we need to consider a two-step approach: "the two main steps to help hospitality educational programmes to survive are: positioning educational products to their designated target market; and redefining the mission of educational institutes and restructuring educational products to fulfil that mission" (Jayawardena, 2001 p.313). Firstly, educators have to identify their target market by asking what kind of student does a hospitality degree attract and why? Education establishments can't afford to stay still when they are trying to attract students. Restructuring may see providers looking at different ways of offering the degree.

There have been various studies completed worldwide, investigating alternative delivery methods for hospitality education. One particular study was "Hospitality: A liberal introduction," which stated that "... it would appear that a point has been reached where there is a will for hospitality management education to break out from its vocational and action orientation and begin to explore new territories that would embrace

a more liberal and reflective orientation" (Morrison and O'Mahony, 2002, p.189).

Another study was undertaken where educators reviewed a wide range of Information Technology based education: "the use of technology in educational settings, whether in academia or industry, is becoming a more common and accepted method of course delivery. Just-in-time (JIT) education refers to Web-based education that students may access at any time and in any place and that is not confined to specific classrooms or time schedules" (Cho et al, 2002 p.23).

Internet delivery offers several innovative, alternative delivery methods for students seeking a qualification in hospitality: "in the short term it is the internet which will be the preferred medium for the delivery of learning programmes. This enables students to engage in the learning process within virtual classrooms. These can provide learning which though different from the face to face experience, is nevertheless very powerful" (Rimington, 1999 p.190).

The actual form that degrees are offered in is also something that will have to be considered "consequently, educational institutions might consider developing specific course delivery methods in order to encourage them to enrol. One way of doing this might be to schedule courses in intense blocks, over a number of days or weeks, rather than by continual long-term attendance. Distance education is another alternative, however,

surprisingly, courses in hospitality studies offered by distance education are few and far between" (O'Mahony and Sillitoe, 2001, p.27).

The growing demand for alternative ways of delivering the degree stem from the needs of the students: people are not willing to dedicate three years of their life to fulltime study. In addition, there has been an increase in the number of students studying part time: "the emerging new breed of students is aware of the growing importance attached to education, both by individuals and by society as a whole...Consequently, more and more people want a flexible education system, and fulltime enrolment in an academic institution does not suit them. Flexible learning is also very appropriate for fulltime students, particularly in the UK, who are taking on part-time jobs and therefore require more flexible learning and teaching processes" (Sigala and Baum, 2003, p.372).

The nature of hospitality education may need to be considered in its entirety. The structure of the degree system could be considered as a stepladder with four rungs. At any rung, the students can exit with the qualification 1) certificate 2) diploma 3) degree 4) honours degree. Students would also have the option to re-enter education to up skill in a higher qualification. This model has been considered by La Trobe University, Melbourne, Australia: "...it seemed that students disliked programs that locked them into a single outcome that took three or four years to achieve, with no escape routes should their personal interests change" (Michael, 1999, p.32). What is the future of hospitality degrees within the New Zealand context? This is something that educators have to

consider: the market they are targeting and rethinking the form their degrees are taught in will ensure a future for their degrees.

Conclusion

This chapter started by investigating the meaning of "hospitality" and what has emerged is that there is not one definition. Although previous hospitality research had been identified, this subject is innovative to New Zealand although parallels can be drawn from international studies, which include vocational and in-house training, international hospitality degrees, curriculum and internships of hospitality degrees. This literature review found that hospitality research in New Zealand is still in its infancy. The next chapter looks specifically at the history of New Zealand hospitality qualifications.

HISTORY OF NEW ZEALAND HOSPITALITY QUALIFICATIONS

Introduction

Three decades ago there were few hospitality providers or qualifications in New Zealand. Those that did exist were fairly new. Today the number of providers has increased markedly and there is a larger number and type of qualifications being offered. The hospitality industry, itself, has been around much longer and has had to change constantly in response to customer demand. In this chapter I provide a summary of the history of hospitality qualifications in New Zealand.

First liquor laws in New Zealand

New Zealand hospitality has been around since Maori inhabited the three islands of Aotearoa. It has been said that one of the first Europeans to brew beer was Captain James Cook. Records state that in 1772 he brewed beer from rimu twigs to prevent his crew getting scurvy. Seventy years later one of the first liquor laws in Aotearoa was enacted. This law was called the Licensing Ordinance of 1842. This ordinance had very little effect, unlike the discriminatory 1847 Sales of Spirits to Natives Ordinance, which allowed unscrupulous settlers to get good deals from the Maori (Brien, 2003, p.11).

History of the Hospitality Association of New Zealand

The New Zealand hospitality industry that we know today has been around for the past hundred years. During this time there has been one major association that has contributed to the successful running of the hospitality industry in New Zealand. The first recorded meeting of the Licensed Victuallers Association (LVA) was in Auckland on the 20th February 1906. Throughout the years this association has grown in strength and numbers. The LVA and the government worked together to enact and implement laws, which applied to liquor and to workers within the hospitality industry. The LVA has also helped and supported the hospitality industry within New Zealand, but has had to change with the demands of the industry and has even had to change its name to the Hospitality Association of New Zealand (HANZ) (ibid).

The introduction of Education Acts

In the early half of the twentieth century, one of the biggest impacts for education within New Zealand was the outcome of the New Education Fellowship Conference in July 1937. It was here that fourteen international educationists expressed how important adult education was. This resulted in an educational revival, and a new education act, the Education Amendment Act 1938, was passed. This Act established a council for Adult Education, which was given the duty of "co-ordinating the activities of organisations concerned with adult education and generally to promote adult education." It was also set up to "make recommendations to the Minister as to the amount of the annual grant to be made to the

University of New Zealand for adult education out of the moneys to be appropriated by Parliament for that purpose. To control the expenditure of all moneys granted to the University of New Zealand for adult education as aforesaid" (Dakin, 1988, p.6 - 7).

The next fifty years saw New Zealand adult education continue to grow, with several more education laws enacted. During this time there was a widely accepted definition of adult education. In his 1945 book, *Adult Education in New Zealand*, A.B Thompson defined "adult education": "Adult education may be tentatively defined as 'the deliberate efforts by which men and women attempt to satisfy their thirst for knowledge, to equip themselves for their responsibilities as citizens and members of society and to find opportunities for self-expression'" (Thomson, 1945, p.2). He took this definition from a British report written by the adult education committee, Ministry of Reconstruction of Great Britain in 1919.

Hospitality qualifications in the 1960s

Adult education in hospitality had to wait until the 1960s before any improvement was seen in training and qualifications. The catalyst was criticism from the Licensing Control Commission (LCC) about the lack of good trained staff. The government took action and promised 170,000 pounds (\$340,000) to set up training schemes in the four main centres. While this initiative was being carried out, eight trainees from around the country were sent to Blackpool, England, on a hotel management course.

They were given 50% government support and after graduation, returned to work in New Zealand (Brien, 2003, p.73).

In 1966, Otago polytechnic and Auckland Technical Institute introduced part-time cookery and food presentation courses, targeting people who were employed by catering organisations; later, Otago Polytechnic and Auckland Technical Institute developed their catering schools to offer fulltime courses (Dougherty, 1999, p.221).

Trainees from New Zealand continued to train at overseas education establishments; in 1968 two more New Zealanders took advantage of the hotel management course, this time by the University of Hawaii. During that year, course tutor Robert Burns, a well know Hawaiian hotelier, featured as a conference speaker as the guest of HANZ in New Zealand (Brien, 2003, p.74).

Hospitality qualifications in the 1970s

In the early 1970s five more New Zealanders attended the hotel management course in the University of Hawaii (ibid).

During this time trainee chefs in New Zealand were able to participate in five-year apprenticeship schemes. The qualifications that could be gained were City and Guilds 706/1, 706/2 and 706/3. Apprentices were employed in the workplace through "The New Zealand Federated Hotel, Hospital, Restaurant and Related Trades Employees' Industrial Association of

Workers". Each trainee was released to attend block courses to Otago polytechnic and/or Auckland Technical Institute (Mackenzie, 2004).

1974 saw more changes in education: the term "continuing education" was being used more than the term "adult education". Continuing education suggested that people saw education as something that could be done throughout their lives. The Education Amendment Act 1974 also gave recognition to community colleges and defined continuing education as "education, including vocational education, provided for persons who are no longer required to attend school under the provisions of this Act and who are not, unless expressly provided for this Act, enrolled as pupils in any secondary school or department; but does not include education at a University or University College of Agriculture or teachers college." This act encompassed vocational as well as non-vocational education. It also recognised continuing education, which was going on at technical institutes and community colleges (Dakin, 1988, p.74).

1976 saw the first use of another innovation in hospitality education: the training restaurant. Otago polytechnic's catering school opened the first tertiary training restaurant in New Zealand to the general public (Dougherty, 1999, p.221).

In the late 1970s, hospitality education in New Zealand received a boost in the form of a new tertiary qualification in Hotel Management. The Central Institute of Technology (CIT), where developmental courses were offered, was the incubator for this new qualification. The plan for delivery was to

establish the qualification at CIT; then, as other regional polytechnics acquired it, CIT would cease delivery. In 1977, sixteen students commenced the three-year Diploma in Hotel and Catering Administration. The numbers of female students was restricted then to no more than 25%. This percentage was increased to 33% with the 1978 intake and by 1979; this restriction had disappeared (Burgher, 2004).

Hospitality qualifications in the 1980s

It wasn't until the late 1970s and early 1980s that more New Zealand hospitality providers started to develop their own qualifications and introduced more full time courses. For example in 1984 at Otago polytechnic, the tourism department came out of the catering school and was one of the first of its kind in New Zealand to develop full-time hospitality training courses (Dougherty, 1999, p.221).

In the late 1980s, the level of post-compulsory education and training in New Zealand was one of the lowest amongst the Organisation for Economic Co-operation and Development (OECD) countries. (This is an organisation that helps governments tackle the economic, social and governance challenges of a global economy). Increasingly high levels of employment and shortages of skilled workers meant the end of well paid, unskilled jobs for every fifteen year old walking out of school (Dougherty, 1999, p.45).

In 1988, for every suitable new student being accepted by polytechnics and institutes, an equally suitable student was turned away. Polytechnics and

institutes offered several solutions to deal with the situation, some of which included a more responsive system, reform, and greater autonomy for the polytechnics and institutes. The need for change was first defined in 1984 in the form of the Labour Party manifesto and education policy, which proposed giving greater autonomy to technical institutes through a technical institutes grant committee. Working groups did not target the tertiary education sector alone; their initiatives also included the primary and secondary education sectors (ibid).

In 1988, the working group for tertiary education headed by Gary Hawke wrote a report on its findings. The government published parts of this report in the form of a policy guideline called "Learning for Life." Several other working parties considered this guideline, and the result was the publication of a further policy guideline: "Learning for Life Two". Institutes were given more discretion to manage resources, increasing accountability through charters, bulk funding and generating private income. Polytechnics were given autonomy, something that, until then, only universities had. They also exercised their right to offer degree courses (ibid).

Hospitality qualifications in the 1990s

The 1990s saw another change in legislation in the form of the Education Amendment Act 1990 which gave polytechnics the right to confer degrees. This Act also gave them the scope to gain University status if they met the characteristics of a University as set out in this act. An example of an

institute gaining University status was the Auckland Institute of Technology, which became Auckland University of Technology (AUT) (ibid).

During this time, other New Zealand hospitality providers were introducing their own qualifications. This saw the move from City and Guilds qualifications to New Zealand qualifications. There were new qualifications in cookery and food and beverage services.

The new cookery qualifications that were offered were called the 75 series: -

751 First level catering

752 Second level

753 Third level - offered in the second year, equivalent to diploma but really level 4. 753 students had to sit an external examination set by the trade board with 60% as the pass rate; some regarded these exams as quite difficult to pass (Te Puke, 2004).

The new food and beverage service qualifications that were offered were called the 84 series: -

841 Restaurant service

842 Supervise restaurant service

845 Wine service

848 Bar service (ibid).

With the introduction of so many new qualifications, the Ministry of Education wanted consistency in qualifications throughout New Zealand

from one end of the country to the other. In 1990 the New Zealand Qualification Authority (NZQA) was established under the Education Act 1989. NZQA was formed to provide an overarching role in quality assured qualifications and to maintain the National Qualifications Framework (NQF) (www.nzqa.govt.nz).

In the 1990s, more laws were passed which affected tertiary education; especially important was the Industry Training Act 1992. In this act Industry Training Organisations (ITOs) were recognised by the Associate Minister of Education (Tertiary Education).

They were established by particular industries and were responsible for

- ❖ Setting national skill standards for their industry
- ❖ Providing information and advice to trainees and their employers
- ❖ Arranging for the delivery of on and off job training (including developing training packages for employers)
- ❖ Arranging for the assessment of trainees
- ❖ Arranging the monitoring of quality training (ibid).

The early 1990s saw the profile of hospitality training in New Zealand enter a new phase. In 1993 Manukau Institute of Technology (MIT) was one of the first places in New Zealand to establish a purpose-built hotel and catering facility on its campus. The café, brasserie, restaurant and conference facilities were opened to the general public. In the same year Taranaki Polytechnic purchased and converted the Westown Hotel into a tourism and hospitality complex, naming it the Maara Tahu campus which

encompassed student accommodation and New Zealand's only residential hotel management school, the Pacific International Hotel Management School (PIHMS) (Dougherty, 1999, p.126).

In 1993, Lincoln University introduced New Zealand's first undergraduate degree programme, which featured a major in hospitality management, the Bachelor of Commerce (Hotel and Institutional Management). The degree started as a specialist named degree within the Bachelor in Commerce Management, designed to cater for those interested in specialising in hotel and institutional management, including property management. The middle of the 1990s also witnessed a shift to the customer service focus common to other hotel degrees (Fraser, 2004).

Lincoln University realised the tourist accommodation sector was growing at a rate faster than at any point since 1987. New Zealand was receiving over two million visitor arrivals each year. Millions of dollars had been spent on developing new hotels or refurbishing and upgrading old hotels. In the dining and entertainment sector of the industry, contemporary research had suggested that the trend towards eating more meals outside the home was likely to continue (ibid).

To accommodate this growing need, hundreds of new restaurants and cafes sprung up in both urban and provincial centres within New Zealand. The provision of quality hospitality products and services within the health and institutional sector had never been as high, and customers and clients alike expected a higher standard of hospitality (ibid).

In 1994, the Hospitality Catering Industry Training Board (HCITB), which had been instrumental in instigating training in the hospitality industry for many years, applied to be the ITO for the hospitality industry. This was passed but the HCITB had to go through a name change before they could become the ITO for hospitality. HCITB changed to the Hospitality Standards Institute (H.S.I). During this time, many of the providers phased out their own qualification as a new system of qualifications were being introduced in the form of unit standards and national qualifications in the hospitality field (Hanrahan, 2004).

Hospitality Degree qualifications

Formal qualifications in the hospitality field have only been available for the past three decades in New Zealand. The degree level of qualification within the hospitality field has only been available in New Zealand for eleven years, following a trend that has been researched in other Pacific Rim countries "...hospitality/tourism degrees in Pacific Rim countries developed much later, but are currently flourishing with expanding numbers of specific programmes and majors, and adjustments to course content to reflect global and local trends" (Hing, 1997, p.249).

What are these global and local trends? It is predicted that record levels of tourism will continue. The Tourism Research Council of New Zealand recently released an analysis of the forecast for the period 2003 - 2009. Mr Sean Murray, the chair of this council, stated, "The direction of the key indicators in the forecasts is very positive for New Zealand. For

instance, international arrivals are expected to increase by 5.7% per annum to 2009 and international expenditure by 9.7% per annum" (www.trcnz.govt.nz).

So what does the increase in arrivals and expenditure really mean? It is estimated that, in the seven-year period from 2002 to 2009, the total visitor nights (commercial and private accommodation) will increase by 31 million or 29%. This means the amount of accommodation nights will increase from 106 million to 137 million. This increase will prompt the building of new hotels, motels and restaurants along with tourist facilities and attractions to accommodate this growth (ibid).

This increase in tourism has also created more jobs in the tourism and hospitality sector, reducing the number of students enrolling on courses. This low level of unemployment in New Zealand has also caused problems because there are more jobs for people to apply for. The down side of this is the potential lack of enough skilled workers to fill the jobs that this increase has created. The Social Services and Employment Minister Steven Maharey highlighted this problem: "With unemployment at historically low levels and more New Zealanders in work than any time in our history, emerging skill gaps are to be expected" (www.msd.govt.nz).

Timeline of Degrees in Hospitality being introduced into New Zealand

Hospitality providers have taken on board what the government said about this emerging skills gap by increasing and improving the number and level of hospitality qualifications available. In addition to the two hospitality providers, which started their degrees in the nineties, four other hospitality providers have introduced four new degree programmes within the hospitality field since 2000.

Year	Provider	Qualification
1993	Lincoln University	Bachelor of Commerce (Hotel and Institutional Management)
1996	Wellington Institute of Technology	Bachelor of Hospitality Management
2000	Auckland University of Technology	Bachelor of International Hospitality Management
2001	Pacific International Hotel Management School	Bachelor of Applied Hospitality and Tourism Management
2002	Southern Institute of Technology	Bachelor of Hotel Management
2004	Otago Polytechnic	Bachelor of Hospitality and Tourism Management (Specialty)

Problems faced by hospitality degree providers

New Zealand faces many issues relating to hospitality degrees. Among the questions, which must be answered, are these two:

Which education providers should be teaching hospitality degrees and is there a need for them?

Were do hospitality degrees fit within each education establishment offering them?

One provider addressed these questions this during an interview with *Hospitality Magazine* in March 2004. Anthony Brien, senior lecturer in the Hotel Management Degree at Lincoln University and an executive council director of HCIMA, was asked what he thought about the "trade vs. vocational training" debate. He suggested that polytechnics should offer technical skills and diplomas, as these are required by small to medium businesses, while the hospitality degree provides management training (possibly more applicable in larger establishments): "Polytechnics and other training providers on the whole do an excellent job of providing the industry with technical skills. Solid managerial skills as provided by degree qualification provide a balance. If the targeted career of the young New Zealander is that of a small-to-medium sized café/restaurant/bar ownership then perhaps an advanced diploma in hospitality management will be sufficient" (Brien, 2004, p.24). What is interesting to note here is that in addition to the two universities that offer hospitality degrees there is one polytechnic, two institutes and a hotel school within New Zealand now providing hospitality degrees.

Brien saw degrees giving graduates an advantage if they wanted to enter into international hotel chains but feared that the degree may give graduates an unrealistic perception of what level of management they could apply for once they had graduated: "...major operations such as international hotels. These are multi-million dollar businesses, and a university degree is becoming the normal requirement for consideration as a management trainee. Some commentators have questioned whether the universities are giving an unrealistic impression of how and where graduates will enter the industry" (Brien, 2004, p.24).

He suggested there is a demand for graduates but education and industry need to work together in order to produce graduates with the right skills: "recent experience shows there is a steady demand for graduates with these skills. The key is providing the right balance of both, at the right time, and the right locations. A co-ordinated industry/education approach - as is presently developing - will ensure these objectives are met for the benefit of all" (Brien, 2004, p.24).

One of the problems that providers are facing is that the number of providers in New Zealand has increased while the student population has not increased to sustain this growth. Compared to other countries, New Zealand has a small population living on its landmass. The last census in March 2001 stated 3,737,277.

In addition, the industry continues to draw upon the small population of New Zealand to fill the jobs in tourism in order to meet the increasing

visitor numbers. Industry's appetite for new recruits has had a negative impact on the amount of students available to enrol in courses.

Another problem faced by hospitality providers is inconsistency of the degrees: each different provider provides a different degree. As you can see the names of the degree programmes are different. The only two common words that all the providers have in their degree titles are "Bachelor" and "Management." This suggests that the material taught on all the degree programmes is different. I think this affects industry's perception of the degree because employers want and need to know what their graduate employee has learned in the course of her or his education.

Conclusion

"Formalised" hospitality in New Zealand has only been around for the past hundred years but liquor laws have been around even longer. Formal qualifications in hospitality are fairly new. The government has always been behind any initiatives or incentives with regards to introducing or improving hospitality qualifications. New Zealand has seen a huge growth in hospitality qualifications from introducing chef apprenticeship schemes in the 1970s to hospitality degrees in the 1990s. To continue the growth of hospitality qualifications there has to be ongoing research and the research I have done will be discussed in the next chapter.

DESCRIPTION OF METHODOLOGY AND METHODS

Introduction

The focus of this chapter is to discuss my choice of both methodology and method of this study. The term methodology refers to the approach or paradigm that underpins the research. The term method relates to the tools that are used to collect the data, for example questionnaires and conducting interviews.

Paradigms

"Paradigms are ways of breaking down the complexity of the real world that tell their adherents what to do. Paradigms are essentially intellectual cultures, and as such they are fundamentally embedded in the socialization of their adherents: a way of life rather than simply a set of technical and procedural differences" (Oakley 1999, p.155). The two common paradigms most researchers choose are quantitative or qualitative.

Quantitative or Qualitative

People who start down the research road often ask the question "Do I use quantitative or qualitative research methodology?"

A quantitative research approach defines the researcher's role as detached and impartial. Data is gathered and reduced to numbers, seeking

consensus and establishing a norm. Tolich and Davidson (1999) explain the traditional quantitative approach to research as a logical proposal on the idea that researchers can reduce the complexity of the social world to its component parts and deal with each of these in isolation (p.27). Data can also be in the form of facts and figures relating them to other sets of facts and figures. As Bell (1999) suggests, quantitative researchers gather facts and study the connection of one set of facts to another. Quantitative researchers use techniques that are likely to produce quantified results and, if possible, conclusions that are usually generalized (p.7).

Qualitative research, by contrast, requires that the researcher discover patterns and relationships, which can emerge after close observations, careful deciphering and thoughtful analysis. A qualitative researcher tries to discern contextual findings, not sweeping generalizations. Qualitative researchers understand they are also subjects of actions, and not outside the process as impartial observers. As Clarke (1997) suggests, qualitative studies do start with theories that have to be tested or verified, although studies are often started with some identification of focus or substantive themes. The qualitative approach uses instruments, which allow information to be generated and captured in words. Clark goes on to say that it is only when a model of thinking is introduced that there is the expectation that themes may be formed during the data collection and analysis phase. The objective, then, is to uncover patterns in the data from the research and analyse these patterns with reference to relevant literature. The paradigm is that of the interpretive (p.8).

A common error in beginning the research process is putting the "methods cart" before the "content horse". Using the qualitative approach to research allowed me focus on the content - the patterns in the data rather than a series of numerical generalizations. The reason I chose qualitative, rather than the quantitative, is apparent in the terms, themselves. What I needed were responses which were likely to generate qualified data i.e. data dependent on interpretation rather than quantified data i.e. data dependent on numbers. Another reason why I choose qualitative research is because it fitted well with my research questions.

Having made the choice to use the qualitative approach, I then focused on how to achieve validity and quality in my data. I quickly concluded that only "good" questions would yield "good" answers: answers that would allow me to identify patterns of student, providers and industry's opinion in respect of hospitality degrees. Punch (1998) advises that the way the questions are asked can influence the responses; therefore, the formulation of the question has a direct effect on what needs to be undertaken to answer them (p.245). Using Punch's insights, I reviewed my initial research questions and developed a series of sub questions designed to permit the respondent more scope in which to formulate her/his answers. In this way, I attempted to frame a study that would encourage active participation by my respondents - rather than a more passive disinterested "tick this box" approach. My years in the hospitality industry have taught me among other things that those in the industry are "people-focused", they are, above all communicators, problem solvers, and innovators. This perception also affected the construction of my questionnaire because I believed that

hospitality professionals would provide me with more of the data I needed if I let them tell me "in their own words", rather than providing them with limited, controlled responses.

I was already heavily involved in the topic I wanted to research and wanted to explore this subject to gain a better understanding. I also wanted to involve more people in my project so that they could share the passion I have about this subject. I believe that using qualitative data instead of quantitative data will show what students, providers and employees within the hospitality industry have to say about the role of hospitality degrees in the industry.

My underlying strategy involved considering the hospitality industry from the perspectives of three distinct groups of participants: human resource managers from the hospitality industry, other hospitality education providers, and students from a Degree in Hospitality. To achieve a holistic view-where the topic is organic, and is, as a whole, more than merely the sum of its parts-I believed that all three perspectives were necessary.

Exploratory Research

Once I had selected my research topic, I began to investigate previous New Zealand studies, an exercise which proved unrewarding. I had encountered an obstacle: How do you research a topic on which there is little or no data? Then I read a study by Patton (1990), which presents exploratory research as a related state-of-the-art consideration used in

new fields of study where little work has been undertaken previously. Unfortunately few definitive hypotheses exist, and little is known about the nature of the phenomenon, therefore a qualitative study can be seen as a logical starting point for this research (p.131). Because so little data on the status of the hospitality degree in New Zealand had been generated, I needed a valid method to research a previously un-researched topic. The logical choice lay in Patton's discussion of exploratory research and why it is a useful tool in beginning research in a new field. Therefore, I decided that exploratory research was the best approach to use with my topic.

This thesis, then, is a study that seeks to clarify problems in a previously unexplored area with the motive of opening the way for further research into the subject. Exploratory research looks into new fields, by exploring, and tries to understand or uncover new data on a new subject: "you simply want to know what is going on" (Prosser, 1991, p.30). This is exactly what I attempted: to bring to light on-going issues that are facing hospitality degrees in New Zealand. One of the benefits of employing exploratory research is that it can signpost the direction of future studies.

Similarities may also be drawn between exploratory and descriptive research methods. The descriptive method has the prime aim of gathering knowledge about a subject you do not want to modify and this method has been arranged into distinct phases. The exploratory method requires you to take a holistic look at your subject and gather as much information about the subject as possible. Both methods can be used, not only to gather information but also to describe existing characteristics or actions, and

can also explore the dimensions of the acceptance of the situation, which is being investigated. A study using these methods helps to build up an initial exploration of the subject, in this case the acceptance of degrees into the hospitality industry.

Methods

What technique is the best?

This research involved the collection of data through questionnaires. Bell (1999) suggests that to fulfil a study, the researcher must obtain as wide a range of representative respondents as possible to answer the key questions asked. To enable the researcher to obtain these answers, research instruments need to be selected and/or devised which most effectively extract necessary information. These instruments are tools, which the researcher relies on to collect the most valuable set of data for the research project. Therefore, it is very important to select the best tool for the collection of this information (p.105).

Questionnaires

Because this research project investigates a new area, using or adapting any previous developed or tested questionnaires was not an option. I was unable to find any instruments that already existed which asked the questions relevant to my topic. While it has been acknowledged that developing any new questionnaire with sufficient rigor is difficult for a

novice researcher such as myself, this was the best means available to address the research topic and gather suitable material (Appendix A, B, C - questionnaires).

Questionnaires are one of the most widely used social research techniques. The idea of formulating precise written questions for those whose opinions or experience you are interested in, seems such an obvious strategy for finding the answers to the issues that interest you, but it isn't as simple as it sounds. Again Bell (1999) encourages the researcher to make certain that his/her questionnaire will produce the data. It is also important to remember that the respondents should find the questionnaire acceptable and that it conforms easily to the analysis and interpretation stage (p.118).

Some respondents may have difficulty fully understanding questions. This may result in some respondents completing questionnaires with the smallest amount of information, as explained by Baxter et al (2001). The lower response rate for postal surveys was because the researcher was not available to answer any queries (p.197).

Through the structuring of the questionnaire I was able to draw qualitative data from the respondents because they were able to share their own experiences and opinions. The questionnaires generated considerable interest among the respondents and the data they supplied provided valuable insights into the prevailing perceptions and opinions surrounding the role of an academic degree in the industry. Because no previous research had been undertaken in this area and because the questions

allowed full participation by the respondents, most responses were detailed and extensive--a paragraph instead of a sentence! The quality of the data collected, however, depends on the quality of the sampling as well as on the tool. To identify the sampling, I first had to rely on my knowledge of the population. Second, I had to acknowledge the resources at my disposal.

Population and Sample Selection

Three populations were identified for this study: students who were enrolled full time in a degree in hospitality, education providers which offer a degree in hospitality within New Zealand, and Human Resource Managers who are employed in four and five star hotels within New Zealand.

Students

I targeted student respondents from a tertiary education establishment in a provincial New Zealand city geographically situated within a popular tourist region. In the area I am employed there were ten full time students studying a hospitality degree. After completing the required research ethics processes for engaging in primary research, I selected this group to represent the "student" population needed for my data collection. I selected this group of students for two critical reasons: first, they were completing a bachelor's degree in hospitality; and second, they were the most logistically viable for my research. The second reason was more crucial than it might seem. The students were a local population, therefore, were readily available and easily accessed. Despite the

relatively limited sample size, I was still able to gather what I judged to be sufficient evidence to assist in the overall findings.

All ten of the student participants were contacted personally at a local tertiary establishment. In the presence of a designated observer (the student liaison officer at the establishment) I met students and discussed the content and requirements of the questionnaire. This is in accordance with the ethical guidelines, which control the primary research process. During the discussion, I instructed the participants that my research process was voluntary. Further, I provided them with a self addressed envelope attached to the questionnaire in order to protect their anonymity, again in compliance with the ethical guidelines re: subjects used in primary research.

Providers

New Zealand supports six tertiary education establishments offering hospitality degrees.

I contacted all six of the education providers via letters in which I explained the research, which I was undertaking: I included a copy of the questionnaire with each letter. If the providers wished to participate, they could complete the questionnaire and return it in a coded self addressed envelope, which I also enclosed.

Industry

The New Zealand hospitality industry is large and diverse; therefore the sample selected had to be manageable. The criteria I established for these respondents were as follows: each had to be a Human Resource Manager in four and five star hotels within New Zealand. This created a pool of eighty-four potential respondents. I targeted four and five star hotels because they are sufficient size to support and sustain a management team that includes a Human Resource Manager. As suggested by Williams (2002) the *average* accommodation establishment in New Zealand is only about 50 rooms and, due to this, the majority of hotels do not have a Human Resource Department (p.18). The Human Resource Manager was an important component in my research plan since these professionals routinely evaluate and recommend for employment a large number of applicants with widely diverse skill bases; their specialized role eliminated smaller establishments from consideration as suppliers of significant information. Therefore, I judged it necessary to limit my research to include only those establishments, which could support a Human Resource Manager.

Supporting my decision to include four and five star establishments is Berg (2001) who states that researchers can use their expertise and knowledge about sample groups in order to select the subjects who best represent this population. This is called purposive sampling. He goes on to say that in some instances purposive samples can be selected after field investigations and this helps with the selection of certain types of individuals displaying

certain attributes (p.36). I sent letters to all eighty-four, four and five star hotels in New Zealand, explaining the research, which I was undertaking and enclosed, a copy of the questionnaire. If they wanted to participate, they could complete the questionnaire and return it in a coded self addressed envelope that was also enclosed.

In late October I sent the questionnaires to all three groups of participants - students, providers and industry representatives (Human Resource Managers). By mid December, I had not received enough responses from either the tertiary education establishments or the Human Resource Managers for what I deemed sufficient for the purpose of my study. This disappointing response imposed several limitations on my research.

Limitations

The low response rate, which I received, was not surprising. First the medium of responses - the posted questionnaire has an unfortunate history. The Equal Opportunities Commission for Northern Ireland (1996) recognised this. Of five hundred and four questionnaires sent to employers' chosen from the Fair Employment Commission's register of employers', only one hundred and forty two completed ones were returned. This represented a response rate of 28.2% (p.38). However, considering the realities of New Zealand - convenient communication systems are not always accessible, given the terrain of the country and the widely distant

locations of many of the subject establishments - postal questionnaires were my only option.

New Zealand's hospitality industry is notorious for its low response rates, as discussed in a research article by Johanson and Woods (1999). In their study, they highlighted low participant response rates received by researchers of hospitality management research projects 1987 - 1997. Through historical data, Johanson and Woods demonstrated that hospitality researchers are not now and never have accomplished the "recommended" response rates (1999, p. 43). This should not come as a surprise. The hospitality professional has to be focused "in the moment": guests need to be served, and phones must be answered. Researchers' questionnaires, surveys and interviews must seem inconsequential to professionals who have "right here right now" needs to meet.

Weaver et al (2003) also highlighted another example of low response rates to surveys when they noted, particularly, the hospitality industry. Here a total of one hundred and forty four surveys were returned from nine hundred and ninety eight; four of these surveys were incomplete and one was returned because of an address change. Thus, the remaining one hundred and thirty nine created a usable response rate of 13.9%. Weaver suggests that this level of response is common with surveys in the hospitality and tourism industry (p.237). This poor response rate was evident through my research.

Response rate

Responses by mid December were: -

Providers responded 16%

Students responded 50%

Industry responded 5%

Students

The student group achieved the only adequate response rate. According to Ticehurst and Veal (2000), postal surveys typically receive only twenty-five to thirty percent. Surveys with a thirty percent rate are regularly reported in literature; this figure gave me a benchmark figure to attain (p.141).

Providers

By mid December I had only received one questionnaire. I coded all the self-addressed envelopes so I could determine who returned their questionnaire. Thus, I would be able to contact those who did not. For the remaining five-degree providers who were still to return their questionnaires, I personally contacted the head of school via telephone and explained the nature and purpose of the research being undertaken. Through this initiative I received a request to forward additional questionnaires; this met a 100% response by February.

Industry

By mid December I had only six questionnaires out of the eighty-four that were posted to the Human Resource Manager of the four or five star hotels in New Zealand. I coded all the self-addressed envelopes, so I could determine who returned their questionnaires and who did not. By tracking responses, I could identify the spread of data throughout the country. As previously mentioned only six responses were received; therefore I initiated follow up telephone calls to the remaining seventy-eight hotels. This personal contact enabled me to explain in greater detail the objectives of the research. Forty-four of the managers requested that new questionnaires be re-sent to them.

Some Human Resource Managers did not want to participate in the research for the following reasons: -

- ❖ Thirteen - Not interested
- ❖ Six - The Human Resource Manager managed more than one property, therefore, was not eligible for the survey
- ❖ Eight - Human Resource Manager was in the process of being recruited
- ❖ Seven - The Human Resource Manager would rather be interviewed.

Rather be interviewed

Through this personal contact, seven Human Resource Managers indicated they would be willing to complete the questionnaire if it was carried out

through an interview. Ticehurst and Veal (2000) state that questionnaires can take one of two forms: respondent completed or interviewer completed (p.137). Through this technique, Ticehurst and Veal (2000) indicate that the questionnaire provides the script for the interview; this form of data collection ensures a more accurate and complete response (p.137). An ethical consent letter and a copy of the questionnaire were sent to them before they were interviewed. This gave them time to access information they would require during the interview. Interviews were recorded on tape and notes were taken in case of unforeseen circumstances; I personally transcribed the tapes. Participants were also asked if they wanted access to the transcribed notes to check their accuracy. By the end of May I had received nineteen completed questionnaires and conducted seven interviews. This provided me with twenty-six responses out of eighty-four requests - a 31% response rate. In the light of the data reported by Johansen and Woods, Weaver and Ticehurst and Veal I determined that this was a sufficient response rate.

Ethics approval

Written ethical approval for this study was gained from two ethics committees. The Massey University Human Ethics Committee Wellington Protocol 03/127 and the provider I am employed with following a personal application. There was no additional information required from either committee.

Informed consent

All participants in this study were volunteers. Participants' consent was evident by the voluntary completion and return of the questionnaires. Information was attached to the questionnaires concerning the rationale of the study and management of data. Contact details of my supervisor and chairperson of the Massey University Ethics committee were also included in case respondents required further information relating to this study. Ethical consent letters were signed and returned from interviewees. Copies of these documents can be found in the appendix section of this thesis (Appendix E, G, I).

Confidentiality and Anonymity

Confidentiality and anonymity of participants were and will be maintained, at all times. I cited no names; instead, participants had been given code numbers. As Veal (1997) states, sending reminders to everyone is costly and an irritation to those who have already responded, he suggests that one solution is to identify the returning questionnaire; placing a code on the envelope with the assurance that the code will not be transferred to the questionnaire (p.200). All the questionnaires, interview tapes and transcribed notes are now held in secure storage until the end of the study and then will be destroyed. In this way, I have attempted to assure my respondents of complete confidentiality and anonymity.

Risks and benefits

One potential ethical issue was that of involving students in the participation of this study. As Veal (1997) states under free choice, students are often used as subjects in research although they can opt out of such activities, Veal goes on to say that there is, however, moral pressure and clearly this is seen as unethical (p.200). I attempted to deal with this by giving clear information in their consent letter and in the wording of the questionnaire. The student liaison officer was present while I explained the research I was conducting, thus reducing the risk of coercion. While there were no individual benefits to the respondents, the knowledge that their opinions and views were adding to the information known on this subject was beneficial.

Another potential ethical issue was that I, personally, contacted providers and industry by phone, explained that participation was completely voluntary and that they were under no obligation to participate in the study, again reducing the risk of coercion.

Analysing the data

The process I have followed is best explained by Tesch (1990) who identifies an eight step process to analyse data: -

1. Get a sense of the whole. Read through all of the transcriptions carefully. Perhaps jot down some ideas as they come to mind.

Following this guideline, I put all the answers to my questionnaires into one document and used one sheet for each question. Then I typed all the answers from each group of participants to that particular question. All the answers to my interview questions were put into one document and one sheet was used for each question. I took time to read and re-read all the data that I had received and started to make notes in my notebook.

2. Pick one document (one interview), the most interesting, the shortest the one on the top of the pile. Go through it asking yourself what is this about? Do not think about the substance of the information but rather its underlying meaning. Write thoughts in the margin.

Again, I looked through the data from my students because it was the shortest questionnaire and only half of them had replied. I started to really look at the data and to consider themes and topics that were coming through the data and made more notes in my notebook.

3. When you have completed this task for several informants, make a list of all topics. Cluster together similar topics. Form these topics into columns that might be arrayed as major topics, unique topics, and leftovers.

I looked at all the data from each of the respondent groups and clustered the data into topics; there were eight topics I thought that I would use including 'Is the degree here to stay' and 'What place do hospitality degrees have in New Zealand'.

4. Now take this list and go back to your data. Abbreviate the topics as codes and write the codes next to the appropriate segments of the text.

Try out this preliminary organising scheme to see whether new categories and codes emerge.

Once I had found the topics that had come through the data, I colour coded them and went back through the data to see if any new topics came out of the data. The only new topic that came was 'Training in the hospitality industry'. While the only direct data for this was from industry, sufficient literature is available on this subject.

5. Find the most descriptive wording for your topics and turn them into categories. Look at reducing your total list of categories by grouping topics that relate to each other. Perhaps draw lines between your categories to show interrelationships.

I reviewed topics that I had extracted from the data and then tried to condense the topics from ten to five. I found this a particularly hard process to go through, but I knew I had to turn the topics into categories to enable some great discussion.

6. Make a final decision on the abbreviation for each category and alphabetize these codes.

I colour coded all the themes so that I knew what data related to what theme and topic.

7. Assemble the data material belonging to each category in one place and perform a preliminary analysis.

I looked at each of the categories chosen and the data that belonged to that category and was able to analyse the data.

8. If necessary, recode your existing data" (Creswell, 1994, p. 155).

I did not find it necessary to recode my existing data and I was quite satisfied with the way I had coded it in the first place with various coloured high lighters.

Conclusion

In conclusion, the methodology, which I employed in my research, allowed me to achieve the fundamental aims of this research topic. The research methods chosen were appropriate for this topic, taking into consideration the time and money issues that were previously mentioned. The response rate that was achieved also proved that the research methods were satisfactory in producing enough data to analyse. Through the questionnaires and interviews that were conducted with students, providers and industry the data collected has made interesting reading that will be analysed in the next chapter.

DATA ANALYSIS

Introduction

The raw data has been recorded, analysed, interpreted and placed into categories. I have looked for similarities and differences for groupings, patterns and items of particular significance:

"The usual practice is to write or type out all items to be scanned in order to see whether there are any recurring themes...some of the responses will probably provide useful quotations to illustrate certain points in the report" (Bell, 1999, p.193).

Students

The population size of this group is small but I do feel there are some valid points that are worth mentioning. The data presented in this section was gathered from five students.

All of the students had at one time in their life worked in the hospitality industry. They were employed in a variety of positions, which ranged from being a manager to stewarding:

"...steward on passenger ship etc six years" (Student Three, Question One).

There was a variety in length of employment, which ranged from three months to fifteen years:

"...last job 3 year management prior approx 10 - 15 year cooking" (Student One, Question One).

Studying this degree enabled students to put their practical experience into a recognised qualification, to achieve a degree qualification:

"To formalise my practical management skills acquired over the years, to get a degree" (Student Three, Question Two).

By completing the degree students felt they would be able to equip themselves with a wider and deeper perspective of the hospitality industry and be able to move up higher on the management ladder:

"To gain an understanding of tourism and hospitality and to use the degree as a qualification to get management position in industry" (Student Four, Question Two).

All of the students had studied at the provider so they could gain a qualification:

"To complete the degree course" (Student One, Question three).

All the students agreed that the degree programme did give them the necessary skills for employment in the industry:

"... I have learned a wide range of skills that will help me in industry" (Student Four, Question Four).

Although students wanted a practical element throughout the degree and all lecturers to have had hospitality experience:

"Not enough lecturers with industry experience teaching course papers, practical experience should be integrated throughout the course to motivate students" (Student Three, Question Four).

Students had a realistic expectation of what their opportunities were when they graduated. Positions mentioned were supervisory and trainee management, with the opportunity to be fast tracked through a tourism or hospitality organisation because they had a degree qualification:

"To able to enter employment at supervisory level and use the degree and apply what I have learned to gain a fast track toward management within a business of my choice anywhere in the world" (Student Four, Question Six).

Internship was seen as one of the most important parts of the degree enabling students to put theory into practice:

"...its always good to end up with a qualification that states you not only know what you're talking about but how to do it also" (Student Five, Question Seven).

It is seen as a chance for students to look at different departments and organisations as a 'try before you buy' situation:

"... I think it gives future employers an opportunity to see how you fair in a 'real' job situation also it gives the student a chance to explore areas they are interested in and pursue it or delete it" (Student One, Question Seven).

Students saw the degree as an important and essential level of qualification to have within the hospitality industry, giving industry more status:

"The hospitality industry is starting to realise that individuals with hospitality degrees can and will make a difference to the industry it will make the industry more professional" (Student Three, Question Eight).

It was mentioned that the overseas perspective and the New Zealand perspective of this qualification are quite different:

"...respected overseas maybe not so much in NZ due to perceptions of the industry not being a career path" (Student Two, Question Eight).

The New Zealand hospitality industry was seen as an industry that would have to do a lot of catching up to be seen in the same light as the other hospitality industries in the world in regards to visitors' expectations:

"It is in a complacent state and needs redirecting to bring it up to world standards international tourists expect there from most of our hospitality providers except the top providers who remain only a small portion of the industry" (Student Four, Question Nine).

The lack of prestige the hospitality industry has here in New Zealand was highlighted by the students saying the hospitality industry was seen as a job that "anyone can do", "what students do", "an in-between job", "stop gap job", "uneducated woman do". The hospitality industry is not seen as a profession as it is overseas, only maybe in Auckland:

"In NZ steadily it is becoming more professional and in cities like Auckland you can make a good living in the profession. I think that in other places hospitality is still seen as a job any one can fill the statistics support this with the industry employing more women (uneducated) than any other profession" (Student One, Question Ten).

Providers

The data presented in this section was gathered from all six providers.

All providers agreed there was a need for the level of qualification within the hospitality industry in New Zealand. The driver behind this level of qualification was industry itself nationally and internationally:

"Yes domestically and internationally employers are requiring that corporate recruits and managers have a degree as part of their employment prior to starting" (Provider Three, Question One).

Another reason why this level had been introduced was because traditional career pathways had ceased to exist:

"Due to many of the large hospitality or tourism organisations companies running their operations to management companies off shore down sizing or closing down traditional pathways for managers have disappeared" (Provider Three, Question One).

One provider suggested that any step forward in the New Zealand education environment was constructive:

"Yes any further education in any field of environment within NZ is positive" (Provider Four, Question One).

The acceptability of this level of qualification drew a mixed response. All but two of the providers said that it was industry itself that had pushed for this degree:

"The international hospitality have been expecting the degree level qualification for at least thirty years. For the NZ industry, yes, due to the globalisation of the industry in NZ" (Provider Five, Question Two).

Providers did mention that globally the world had changed and that the expectations on staff had increased. There were expectations in Europe and the US to complete post grad qualifications while in the workplace:

"The US and Europe value degree level work although the expectation now is that managers will have a post grad qualification" (Provider Five, Question Six).

On the other hand one third of the providers did suggest that the industry was not ready for this level of qualification because of the expansion that the hospitality and tourism industries had experienced:

"At present no as the hospitality and tourism industry has increased greatly and establishments are employing staff with little or no qualifications" (Provider Two, Question Two).

All the providers said industry did welcome the level of qualification and industry had been very supportive in either the development or just as a support to their establishment. But there was a difference of opinion from providers in different parts of the country:

"At present industry is divided. In the larger cities where employment is good then a degree is a requirement by the large hotels. In areas where industry find it difficult to employ then industry do not require staff to have qualifications as they can be trained on the job" (Provider Two, Question Six).

Where as another provider saw it from a different perspective:

"We have received 100% support from industry in the development of this degree. Industry is also keen to acquire qualifications as many managers today have no formal qualifications" (Provider Three, Question Six).

There was a mixture of the level and establishments that tutors/lecturers had gained their qualifications from and up to, teaching on the degree programmes. All the providers had at least someone who had a degree in hospitality management with the exception of provider one who had all their lectures/tutors with a degree in hospitality.

There was only one provider with tutors/lecturers who held Masters degrees in Hospitality. Two thirds of the providers had someone who was educated in the UK.

None of the providers had recognised any difference between the degrees they offered from those offered by an overseas provider:

"No I believe the degrees developed in New Zealand have a very similar content and structure to those delivered overseas" (Provider Six, Question Five).

One of the providers had actually purchased their degree from an overseas provider:

*"No, we purchased off the ***** their programme only changing 4 papers. We are preparing students for employment in NZ or internationally" (Provider Three, Question Five).*

All but one of the providers saw their degree as having international recognition:

"Yes - very widely respected and sought after by international students - often referred by overseas hotels" (Provider One, Question Eight).

Although one provider did not consider its degree or any degree taught in New Zealand as having international recognition, it was recognised domestically as a prerequisite to graduate study within New Zealand:

"Not in particular I doubt whether any degree delivered in New Zealand would have international recognition. In saying that our degree is recognised by other providers as prerequisite to graduate study" (Provider Six, Question Eight).

It is interesting to note the number of overseas students who were mentioned and the fact that they would not be giving anything back to the New Zealand hospitality industry because they will return home after completing their degree:

"Further, a large number of students are overseas students so are not gaining education for benefit of NZ" (Provider One, Question One).

Only half of the providers felt that their degree was marketed well through out New Zealand and overseas:

"Very well by overseas agents and locally at expos and direct school visits" (Provider One, Question Nine).

One provider felt that having no graduates out in the work force failed to give them significant exposure in regards to marketing:

*"Not well enough at present it is only in its * year and no graduates as yet, once this has happened then the degree will be easier to market"* (Provider Two, Question Nine).

Providers saw the professionalism of the hospitality industry from a different perspective. Two thirds of the providers considered hospitality as a profession but only at middle to higher management positions:

"I believe it's beginning to be named as a profession in NZ due to the demands needed for middle managers in the industry. Naturally it has been considered a very good profession in Europe for centuries" (Provider five, Question Ten).

Provider one completely disagreed:

"No - many students and employees treat it as an interim job until a real job comes along - there is limited if any progressive career structure and entry level staff are frequently poorly treated as if it is some 'rite of passage'" (Provider One, Question Ten).

It is, and will be a continual learning process for industry and the general public people to see the hospitality industry as a profession:

"In NZ yes because of the increase in tourism in NZ the public are developing a higher standard and appreciate good quality"
(Provider Two, Question Ten).

One major issue is the industry's continual employment of unskilled/casual staff:

"However the industry continues to contradict itself by employing large amounts of casual untrained/unskilled labour at the operative level, therefore you can argue that it is not seen as a profession even by sectors of the industry itself"
(Provider Six, Question Ten).

Industry could start by reintroducing a more structured career path:

"No not in NZ, a complete apprenticeship system is missing in all but the kitchen" (Provider Four, Question Four).

All providers saw their degree as giving their students the necessary skills for employment:

"Yes the degree gives each student a solid background and understanding of the hospitality industry. The practicals and the internship also gives them the opportunity for employment once completed" (Provider Two, Question Eleven).

Providers view the degree as offering students an opportunity both to put theory into practice and also to look at different departments and establishments within the hospitality industry:

"Yes as it has a wide range of topics in business, hospitality, tourism, it also has a placement in the industry to allow the students to gain practical and theory management experience" (Provider Three, Question Eleven).

All the providers had an internship component in their degree the length of which ranged from 12 to 30 weeks. Only half of the providers explained the importance of the internship as the opportunity to put theory into practice:

"We have co-op experience in the last semester aim is to allow students the opportunity to apply theory to practice we also have work experience" (Provider Five, Question Fourteen).

Only one of the providers explained that there was no particular internship expectation:

"...there is not any particular internship expectations as in rotation through departments - many students work as waiters" (Provider One, Question Fourteen).

All but one of the providers had had to alter their degree programme due to internal and external factors:

"We have changed components of the programme after consultation with key industry organisations past and present students" (Provider Six, Question Twelve).

Most of these changes involved either individual lecturers changing the topic/theme emphases to bring in more specific management papers with a New Zealand context, or to change the sequence of the modules taught:

"Yes addition of international business, NZ heritage and culture, Maori culture and language, contextualize the programme into NZ conditions..." (Provider Three, Question Twelve).

The topic of employment opportunities for graduates drew a mixed response. At the time this thesis was being written, there were two providers who had not yet had a degree class graduate and did not know what employment opportunities their students would have:

*"This is the * year and the first graduates so unknown as yet" (Provider Two, Question Thirteen).*

The other providers, however suggested that the majority of their graduates go into supervisory positions and various management positions:

"For example: corporate trainees, front office manger, night audit, food and beverage supervisor, retail outlet manager, housekeeper, financial controller and various shift supervisor positions" (Provider Six, Question Thirteen).

At present all providers offered their degree in a full time form with only one provider offering it extramurally; half of the providers offered it part time. Most providers did say they might have to revisit the mode of delivery in the future:

"At this stage full time and on a part time basis, my vision is to be able to offer it distance in the future to industry" (Provider Three, Question Fifteen).

Only one third of the providers suggested that their degree would survive in the form that it is currently in, with two thirds of the providers considering alternative ways of delivering the degrees. The decision to change is based on external factors that may impact on how the providers continue. One of these factors was the low unemployment rate in New Zealand:

"I believe that more extramurally courses are required because of the low unemployment and NZ becoming a bigger tour destination" (Provider Two, Question Sixteen).

Another factor was the industry's demands:

"...the future may be distance part time but as hospitality as an industry matures in NZ students will see the benefits of an applied academic qualification" (Provider Two, Question Sixteen).

Yet another factor was due to student's demands:

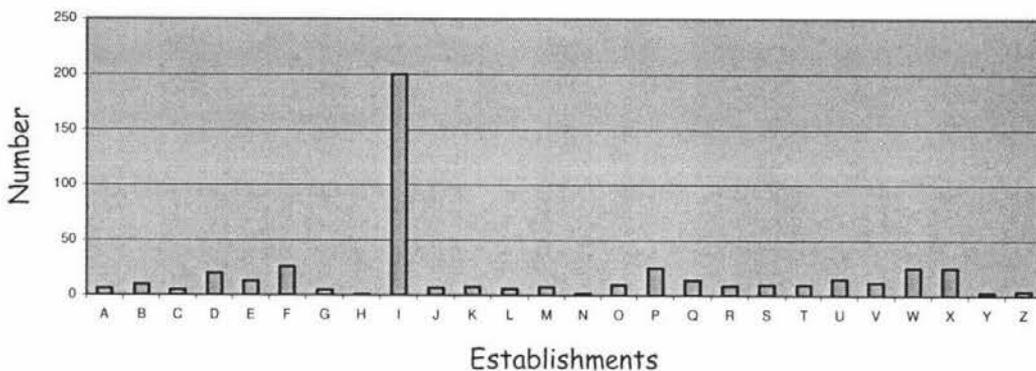
"No if you mean mode of delivery as students are looking for other options. No if you mean content as this changes with trends in the environment" (Provider Six, Question Sixteen).

Industry

The data presented in this section was gathered from twenty-six industry representatives.

The number of management employees ranged from one to two hundred.

Within your organisation how many management employees do you employ?



The range and the variety of qualifications of managers within the hospitality industry was vast and diverse:

"Diploma in hotel management (Blue Mountains hotel management school and international hotel and tourism training institute Switzerland) HHM Executive training programme, advance diploma in hospitality management PIHMS, A level diploma in hospitality management, England" (Industry Questionnaire Eighteen, Question Two).

Further, many staff had a high level qualification from other disciplines:

"I have a Masters in Psychology. Our boss, she has an Accounting Degree. Our sales Manager has a Property Management Degree, our Front Office Manager has a Bachelor of Arts Degree" (Industry Interview Two, Question Two).

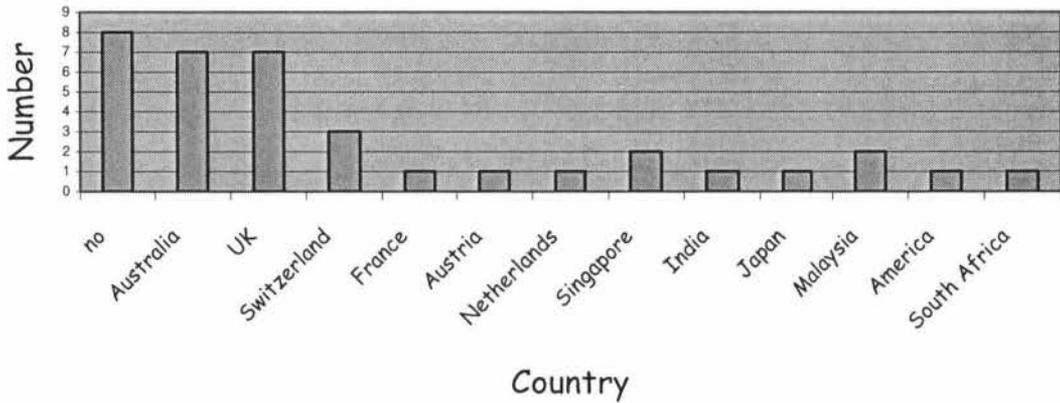
The interesting point to note is that half of the industry responses explained that their staff did not have formal qualifications and had risen through the ranks by experience:

"Large majority of the above have all had hands experience i.e. made their way up to positions re: promotions" (Industry Questionnaire Fourteen, Question Two).

I asked about management staff that had hospitality qualifications, and a quarter of the respondents mentioned that their chefs were fully qualified.

Three quarters of the industries management employees had gained their qualifications from overseas, with half qualifying in Europe and the other half, from Australia, Asia, US and South Africa.

Are any of these hospitality management qualifications from overseas?



Half of the industry respondents felt there was no difference in the calibre of managers with overseas qualifications:

"No NZ now offers some good hospitality diploma/degrees"
 (Industry Questionnaire Sixteen, Question Four).

One industry provider disagreed:

"Yes, better quality theory better skill level" (Industry Questionnaire Six, Question Four).

Another responder took this a step further:

"There is diversity of training combined with the practical side gives them the edge over the NZ staff" (Industry Questionnaire Two, Question Four).

Although most respondents said that there might not be any difference in the calibre of qualifications, it was highlighted by a quarter of the respondents that overseas experience made a difference:

"I think that often our managers who come to us with overseas experience are of a higher calibre and think it is more to do with working in different environment working in a hotel with a different culture being mentored by different style managers there" (Industry Interview Five, Question Four).

Another respondent agreed that overseas experience broadened employees' perspectives, enabling them to better relate to the visitor:

"I think if they have actually worked in overseas hotels, it does probably, give them a broader perspective. It is a plus if they have travelled because a vast majority of our visitors to this hotel particularly would be from overseas" (Industry Interview Three, Question Four).

What hospitality qualifications a new management employee should have drew very mixed responses. A quarter of the industry respondents said that it would depend on what role they were applying for:

"Again because of hotels very different roles it would depend on the role certainly if they come from a hotel management background" (Industry Interview Five, Question Five).

Half of the respondents suggested that a tertiary qualification would be needed:

"A degree from university does show the ability to learn and I believe this to be important" (Industry Questionnaire Fourteen, Question Five).

Another of the respondents took this a step further:

"Beginning to require tertiary qualifications more often now as they are becoming more common place in the hospitality industry" (Industry Questionnaire Fifteen, Question Five).

On the negative side, the other half of the respondents did explain that experience was the important factor and that any qualification was a bonus:

"I believe experience is far greater than a qualification" (Industry Questionnaire Eleven, Question Five).

Another respondent agreed:

"So we are looking for people that work hard, have a good solid work experience base in any field really. I mean if they have a hospitality qualification than that is an additional bonus I would say" (Industry Interview Two, Question Five).

Coming into a management position with only hospitality management qualifications was seen as some thing that would not happen:

"No, on the job experience is absolutely essential to move into a management role" (Industry Questionnaire Sixteen, Question Six).

One respondent took this a step further:

"No they do need experience if that would be all they would start at the bottom when the person has the right attitude and expectation would be they will progress very quickly" (Industry Questionnaire Two, Question Six).

The other half that said, "yes" also explained that, although the employee had qualifications, this would have to be backed up by some form of work experience; the level of management they would apply for was also up for discussion:

"Yes but not straight into a management level position any hospitality qualification shows an interest in the industry" (Industry Questionnaire Seven, Question Six).

Only one respondent stated which school they have recruited from and what role they would go into:

"Well we do employ quite a lot of staff from the PIHMS School. So we do employ students straight out of that school probably not immediately into a senior role. Especially if they have not work experience, we would need them to prove themselves before we give them a supervisory position or beyond type role" (Industry Interview Two, Question Six).

Another respondent suggested that they would be looking for someone who had newly graduated:

"It would be according to what ever position it was we would be looking for experience, if we were looking for say a food and beverage manager we would be looking for someone who is newly graduated" (Industry Interview Six, Question Six).

When asked if they would employ someone with only hospitality experience, three quarters of the respondents said "yes" and the more and wider experience, the better:

"Definitely obviously the more experience the better but would prefer someone who has had supervisory level experience" (Industry Questionnaire Six, Question Seven).

One respondent also suggested that they would take applicants with experience and without qualifications:

"Yes many of our positions are filled by experienced applicants without qualifications" (Industry Questionnaire Thirteen, Question Seven).

One interesting subject that emerged was the fact that even though the applicant may have the experience, there were still limitations to the level that could be reached:

"Yes someone who has worked their way up in the industry and has 5 - 8 years experience in a department could be suitable for a management position in operations not in executive roles such as a GM, HR, Sales, Finance etc" (Industry Questionnaire Seventeen, Question Seven).

One respondent, however, gave an example of a manager who only had experience:

"Yes our restaurant manager has only hospitality experience" (Industry Interview Four, Question Seven).

The importance of having work experience was pointed out by most of the industry respondents:

"I guess this is one industry where experience really really does count, because you can learn from a textbook, but you can't learn from a textbook how to handle three hundred

people within one hour for breakfast, you just can't you need the experience" (Industry Interview One, Question Seven).

Ideal employee credentials were spilt into qualifications and experience. Over half of the respondents suggested that having a certain amount of work experience was important:

"2 years, working up the ladder vital as good managers have had experience in the dept and can be hands on - understand the whole process team leadership - understand staff dynamics problems problem solving motivation skills communication skills" (Industry Questionnaire Three, Question Eight).

The extent of experience recommended was between one and six years, although one respondent did say "less is more":

"...quite often a person with little experience can be a bit better than someone with loads of experience" (Industry Questionnaire Eleven, Question Eight).

What industry wanted in regards to qualifications drew a mixed response. One respondent was very clear what was required:

"Bachelors degree, too many certificates and diplomas offered - dilute the value of skills" (Industry Questionnaire Five, Question Eight).

One respondent was indifferent to what they required:

"...yes to have some hotel management qualification" (Industry Interview Seven, Question Eight).

One interesting comment compared the hospitality industry to others, as indicating hospitality may be one of the few industries in which employees do not need a qualification:

"It is great if it is backed up by a qualification, but certainly isn't essential. However, looking at other industries it is essential for them to have the degree but not the experience. Hospitality is a different kettle of fish" (Industry Interview One, Question Eight).

What a graduate had to offer industry gave the industry a chance to say what they thought of graduates. Half of the respondents were positive, saying that a degree gave graduates knowledge of the industry:

"Depth of understanding concept of the bigger picture" (Industry Questionnaire Five, Question Nine).

"A general understanding of hospitality" (Industry Questionnaire Eight, Question Nine).

Over a quarter of the respondents mentioned the unrealistic expectations that graduates bring to the work place with regards to what level of management they should be stepping into:

"Enthusiasm theoretical knowledge often they think however they should go straight into management roles unfortunately unrealistic without department experience" (Industry Questionnaire Four, Question Nine).

One industry respondent suggested that there could be problems with existing, non-qualified staff and the graduates, and with graduates having high expectations:

"They can offer a fresh approach however the bigger problem is that due to the amount of unqualified management there is often a problem with them as they feel threatened by the newcomer and close them out" (Industry Questionnaire Two, Question Nine).

"One thing that I have found that is common in whatever location I am in is that graduates believe that they can be a manager as soon as they leave college and this is their biggest

downfall because they can't be managers" (Industry Interview One, Question Nine).

On a more positive note one responded suggested that graduates can be looked upon as an asset:

"They can offer us a fresh pair of eyes certainly within their tool kit they have some good management tolls they will have some good theoretical knowledge of how to apply things and often their communications skills are enhanced in regards to verbal and report writing how they present ideas that type of thing and their ability to problem solve" (Industry Interview Five, Question Nine).

Only two of the respondents said that they had no idea what was taught on a hospitality degree. The other respondents suggested a wide variety of subjects:

"Management techniques, computer skills, including use of software programs industry characteristics, HR, IT, marketing, sales, finance, etc" (Industry Questionnaire Fifteen, Question Ten).

"Business studies, hospitality management, theory of catering they do a lot of law and accounting marketing, do a lot on food

and beverage wine knowledge" (Industry Interview Four, Question Ten).

A quarter of the respondents mentioned work experience or a practical component:

"Practical situations, work experience, paper work of a manager" (Industry Questionnaire Eleven, Question Ten).

"I think that they teach a lot of theory which is great. I think that the more practical aspects to the course the better. I think that a lot of students have done quite a lot of practical work. They have had to go out and do six month work placements and I believe that is extremely beneficial" (Industry Interview Two, Question Ten).

Half of the respondents suggested that there should be a practical element within a hospitality degree:

"I think that all hospitality degrees should have some sort of student placement within the industry so the students learn the practical side" (Industry Questionnaire Seventeen, Question Eleven).

"I think they need to learn the non theoretical things. Putting it into practice and actually doing it because as I said before

it is not a theory based industry at all" (Industry Interview One, Question Eleven).

One respondent even recommended a specific amount of time for the work placement:

"A practical element (4 year course if 1 year industry placement)" (Industry Questionnaire Four, Question Eleven).

One respondent suggested actually teaching about different departments and the jobs within them:

"I think they need to have information on what departments do so instance if someone was coming in to do night audit they need to know what a night audit does someone coming into rooms what it means what yield management means anything to do with reservations" (Industry Interview Six, Question Eleven).

The other half were very precise on what should be taught on a degree citing specifically communication, computing skills, operational skills, marketing and accounts:

"Above plus (professional customer service, budgeting communication skill, operations of all departments, basic marketing) never assume & always communicate, the guest is

always right, professional & conservative grooming, etiquette & clear speech, cultural speech, word processing, emailing, fidelio - or similar (popular hotel computer system)" (Industry Questionnaire Three, Question Eleven).

A quarter of the industry respondents noted that supervisory level was the level that a hospitality graduate could apply for:

"Supervisory/team leader. However it depends on the individuals previous experience" (Industry Questionnaire Eight, Question Twelve).

The only level of management that was mentioned by two of the respondents was duty management:

"Duty manager perhaps it is a good position in which to learn all aspects of the hotels operations " (Industry Questionnaire Seven, Question Twelve).

"Probably duty management because they would have front office skills but they won't be competent to run a department so they need to be an independent manager who can turn their had to anything but aren't responsible for staff " (Industry Interview Four, Question Twelve).

Just over half of the respondents observed that graduates could not apply for a management position because of their lack of management experience:

"Very rarely would I imagine I would appoint direct to a management position without experience" (Industry Questionnaire Five, Question Twelve).

A quarter of respondents suggested that entry level would be the level to apply for, but, again, this was because the student had a lack of experience and high expectations:

"Entry level, often students who graduate expect to go straight into management positions however they still need to start off at the bottom and work their way up" (Industry Questionnaire Eleven, Question Twelve).

One respondent took this a step further:

"I think being thrown into a managers position straight out of school would be a matter of sink or swim" (Industry Interview Two, Question Twelve).

Not one industry respondent thought that a degree was enough for someone to enter management levels in the hospitality management:

"No not at all you need experience and knowledge and first hand experience of dealing with staff and customers you earn the respect of the staff if they see you have worked in different departments" (Industry Questionnaire Seven, Question Thirteen).

Half of the industry respondents explained that the reason was the lack of experience:

"No they need actual experience need to learn about the industry and the systems and procedures for what establishment that they are working in" (Industry Questionnaire Twelve, Question Thirteen).

"It would depend on their skill level, their maturity level, their previous experience" (Industry Interview Two, Question Thirteen).

Two of the industry respondents saw the degree as a way to fast track to management:

"No management because they have not had practical experience with staff handling and running a department, start off within a dept learning the operational fundamentals and work up to management positions with the added bonus of having a qualification perhaps getting them to management

level faster" (Industry Questionnaire Three, Question Thirteen).

There were a variety of hospitality qualifications that were suggested from industry as something that industry would encourage their management to acquire. Half of the industry respondents mentioned some form of study, although, as suggested, it depended on various factors:

"Depending on time and financial options but start at polytechnic entry with relevant course PT, as we are dealing with an existing employee is it very hard to return from FT employment to FT study" (Industry Questionnaire Two, Question Fourteen).

There were several reasons why industry would not encourage their staff to undertake any hospitality management qualifications:

"If they were already a manager then I don't see the need for them to undertake a hospitality management qualification unless they personally desired it" (Industry Questionnaire Six, Question Fourteen).

"To become a head of department staff need to have some form of qualification whether that be an on the job/in house qualification or a degree" (Industry Questionnaire Eighteen Question Fourteen).

One respondent suggested that a degree would be good but not beneficial until the employee was in a higher management position:

"Degrees are nice to have but at this stage of the business it's not a huge advantage. I think it really kicks in when once people have moved up to a more senior position and then if they were looking for a number of candidates for a general managers position, everything else being equal, the one with the degree would probably have the advantage" (Industry Interview Three, Question Fourteen).

One other respondent, however, stated that expanding an employees' experience was more valuable than acquiring a qualification.

All but four of the industry respondents did some form of in house training with two respondents offering NZQA qualifications:

"NZQA certificates, 24 non NZQA programmes, internal trainee mgr" (Industry Questionnaire Six, Question Fifteen).

"Level 1 ACCORS hospitality programme - customer service, level 2 and 3 doors to opportunity on the job assessment, level 4 certificate in hospitality operations" (Industry Questionnaire Sixteen, Question Fifteen).

All the industry respondents funded the in house training, with the expectation of one respondent who received a subsidy:

"Hotel and government as part of national qualifications framework we receive a subsidy for all who successfully pass"
(Industry Questionnaire Sixteen, Question Seventeen).

Half the respondents had no current in house training for their management employees for a variety of reasons:

"Not really management staff tend to go off site for training"
(Industry Questionnaire Seven, Question Nineteen).

"Not formally but we are always learning and teaching"
(Industry Questionnaire Fourteen, Question Nineteen).

One industry respondent explained that the training for new management would be a combination of working with the previous manager and getting support from the intranet:

"When they come in they work with their predecessor to get an overview of the buddy system and all the information on policies and procedures of the place we have a company intranet which has all the operations systems and there is a mentor they can turn to" (Industry Interview Four, Question Nineteen).

Half of the respondents were very precise on how much training they gave their employees. This ranged from 8 hours induction to 60 days a year:

"Staff 8 hours induction including guest services sales and telephones compulsory all staff sup training train the trainer 3 day course appraisal training 1 1/2 hours others armed robbery first aid food handling" (Industry Questionnaire Seventeen, Question Sixteen).

The other half were not so precise saying that it can depend on the position:

"No set allocation dependant on position" (Industry Questionnaire Ten, Question Sixteen).

Half of the industry respondents said that none of their management employees were completing hospitality management qualifications. There were variety reasons:

"No they have already completed them" (Industry Questionnaire Seven, Question Eighteen).

"No experience has for most out weighed the need now for qualifications" (Industry Questionnaire Four, Question Eighteen).

The other half either did not know or knew exactly the qualifications their employees were doing:

"We have a restaurant supervisor and an administer/front office who is completing their hospitality diplomas from PIHMS" (Industry Questionnaire Nine, Question Eighteen).

One industry provider did explain that their size was a factor:

"No - small organisation and not sure what is available"
(Industry Questionnaire Two, Question Eighteen).

Conclusion

This chapter has shown the data that was collected from students, providers and industry. Overall, the data collected through the research has detailed various areas discussed by the three groups of participants. Important issues have come to the fore in this research, and these issues will be discussed in the next chapter.

DISCUSSION

Introduction

In this chapter, key findings from the data collected from students, providers and industry together with material from the literature search will be discussed. The implications of each of the major findings and issues raised will be discussed. Comparisons and dissimilarities will also be discussed using supporting evidence from my own findings and the literature that I reviewed in this thesis.

Is there a place for hospitality degrees in New Zealand?

Literature from outside of New Zealand has pointed to hospitality qualifications as being a move in the right direction when it comes to applying for jobs. Industry recognised that employees who only had experience may have difficulty reaching higher positions within their career. In the UK, research conducted three years ago has suggested "Qualifications have a strong impact on the career development of managers in the corporate hospitality industry. There are a number of points in the management hierarchy that are difficult to pass without a degree level qualification. At the moment this tends to be at the area of senior management level" (Knowles et al, 2003, p.45). In my own study, the New Zealand hospitality industry also commented on the issue of being passed over for promotion: "Yes, someone who has worked their way up in the industry and has 5 - 8 years experience in a department could be

suitable for a management position in operations not in executive roles such as a GM, HR, Sales, Finance etc" (Industry Questionnaire Seventeen, Question Seven).

In direct contrast, there are managers in the hospitality industry who are asking, "Why introduce a degree?" "I didn't need a degree to be a manager". Some echoed this: "...practical experience is more valuable to me (to understand I have managed with 80 staff for 22 years and I have no qualifications)" (Industry Questionnaire One, Question Five).

Students themselves saw the importance of putting their practical training into a degree qualification, as Ladkins (2000) stated, the essence of which has had much debate during the last decade (p.226). Which is better - having practical training or having a qualification before entering the hospitality industry? On one hand, we have career books telling potential students that formal qualifications aren't always necessary. One such book is "How to get a job in hotels and resorts" by Campbell and Featherstone (1995). On the other hand, we have academics O'Mahoney and Sillitoe (2001) who suggest to students that gaining an education is the way forward to develop a sustainable profession within the hospitality industry. Who is right? This is something that both industry and providers need to approach together in order to give students the best of both practical and academic worlds, before and during their career in the hospitality industry.

Students believed that hospitality jobs were seen as something that "anyone can do", "what students do", "an in-between job" and "stop gap job".

The providers indicated that the industry only had itself to blame when it came to the image it portrays in regards to not being seen as a profession. One of the reasons is that the industry continues to employ unskilled labour. "However the industry continues to contradict itself by employing large amounts of casual untrained/unskilled labour at the operative level, therefore you can argue that it is not seen as a profession even by sectors of the industry itself" (Provider Six, Question Ten). Research conducted by O'Mahony and Sillitoe (2001) echoed what providers had suggested but did see education as being a factor that could help in the development of a professional and sustainable industry, reduce the high degree of staff turnover the hospitality industry experiences, and be able to develop career pathways for hospitality employees (p.21).

Education providers commented on the fact that it was the international and domestic hospitality industry that had pressed for this level of qualification. Worldwide education is now seen as the norm and not as the exception. "The international hospitality industry have been expecting the degree level qualification for at least thirty years. For the NZ industry, yes, due to the globalisation of the industry in NZ" (Provider Five, Question Two).

In Europe and America, it has even been noted that some managers now have to look at completing postgraduate qualifications in order to ensure employment. In contrast, the hospitality industry in New Zealand is increasing at such a rate due to the number of overseas tourists that employers are willing to take on staff with little or no qualifications.

Is there a need for the degree? When industry was asked if a degree qualification was sufficient for someone to enter the management levels in the hospitality industry, the answer was no surprise. Out of the data that I received, no one came out with a straight "yes". As I have previously mentioned, providers felt that industry pushed for this level of qualification. My data suggested that providers gave mixed responses on how well the industry supported them. A starting point maybe to introduce a benchmarking system. This, in turn, could ensure that standards of qualifications are maintained for the recruitment of hospitality personnel. "The absence of educational qualification criteria for employment in many areas of the hospitality industry, results in an industry comprised of employees from diverse educational backgrounds" (O'Mahony and Sillitoe, 2001, p.21). At present, there is no minimum standard of qualification for managerial positions within the hospitality industry, the exception being specialist jobs such as the hotel accountant. "It is great if it is backed up by a qualification, but certainly isn't essential. However, looking at other industries it is essential for them to have the degree but not the experience. Hospitality is a different kettle of fish" (Industry Interview One, Question Eight).

If a benchmarking system were to be introduced into the industry, should education follow industry's lead? Education providers could improve the acceptance of hospitality degrees through standardisation. If this was to happen, providers could lose their individual marketing potential.

Industry and providers may need to co-ordinate the standardisation of this level of qualification and be able to utilise it to benefit everyone. Brien (2004) suggests that, through recent experience, there has been a steady demand for graduates with degree qualifications into industry. The key has been to provide the right balance, at the right time, and in the right locations. A co-ordinated industry/education approach will ensure objectives are met which will benefit all (p.24).

What place do hospitality degrees have here in New Zealand? It could be argued that it is not so much what place, but "what benefits do hospitality degrees have here in New Zealand?" These benefits are for students and their future careers. The benefits of completing formal training in the form of degrees was identified in research conducted in the UK four years ago; researchers evaluated the benefits of completing a degree as opposed to working their way up the ladder. Ladkins (2000) suggested that even though you could still work your way up the ranks, there was evidence to suggest that the education route had won the debate; education had proved its worth through contributing to a student's career development (p.231). I think that the benefit of formal training of employees in New Zealand will take time to make a difference.

In my view, the degrees are here to stay, but it will be up to individual providers to embrace what their advisory boards have to say in order to grow and improve their degree. Industry needs to participate in advisory boards through out the country to support and mould the degree. This

could prove beneficial for industry and degree graduates to ensure a 'management' role within hospitality establishments.

Perspectives of hospitality degrees

Students

Through the student data collected, comments were made on degrees being the key to promote professionalism within the industry and that industry were starting to take notice. "The hospitality industry is starting to realise that individuals with hospitality degrees can and will make a difference to the industry it will make the industry more professional" (Student Three, Question Eight).

Students were realistic in terms of management goals they could achieve following their graduation. Management positions that student respondents indicated they would apply for after graduation were in the supervisory and trainee areas. The degree was also seen as a way to progress more rapidly within the industry management hierarchy. This is in direct contrast with the literature, Lefever and Withiam (1998) identified in their American research relating to employers' perception of graduates. Through their research, they identified that graduates had "unrealistically high expectations for their first job". A similar study conducted in Turkey by Collins (2001) concurred, indicating, "Graduates, in general, came directly out of school expecting to go into a management position" (p.159). The New Zealand hospitality industry agreed with these two studies by stating that

graduates should only look at applying for entry level or supervisory level positions. "Entry level, often students who graduate expect to go straight into management positions however they still need to start off at the bottom and work their way up" (Industry Questionnaire Eleven, Question Twelve).

When asked what qualifications their management team had achieved, industry listed a diverse range of tertiary qualifications from double diplomas to Master's in Psychology. One of the biggest issues industry voiced was they would not employ a graduate for a management position because the graduate did not have enough work experience. However, evidence has pointed that industry would have no problem employing a person with only work experience: "Yes many of our positions are filled by experienced applicants without qualifications" (Industry Questionnaire Thirteen, Question Seven). Graduates may have difficulty applying for management positions especially if they have not gained work experience. "Very rarely would I imagine I would appoint direct to a management position without experience" (Industry Questionnaire Five, Question Twelve). Industry may need to determine what the work experience should consist of. Reassessment of students training could take place while students are completing their internship (providers name for the work experience gained will still studying). Through this, the student could gain that work experience that is so important for the first position.

This is not only the industry's problem; providers may need to look at the composition of their internship papers. This may enable their graduates to

be better placed when applying for their first position within the hospitality industry. All providers have an internship component within their degree programmes but only half of them saw it as an important factor. There were two extremes of internships incorporated in the six programmes: - running a simulated hotel and in addition to two eight hundred hours placements at one end of the spectrum to an eight-week internship at the other.

In contrast students saw the internship as the most important part of the hospitality degree programme. It was considered as a "try before you buy" situation when it came to your career. It was also seen as a way of putting theory into practice "...its always good to end up with a qualification that states you not only know what you're talking about but how to do it also" (Student Five, Question Seven).

When I graduated my first job was junior assistant manager of a 60-bedroom hotel in Scotland. There is something to be said for 'traditional pathways' in the hospitality industry. It provides a good training ground where you are not in charge of a department, but you are able to gain that managerial experience. However, these pathways do not seem evident in New Zealand "off shore down sizing or closing down traditional pathways for managers have disappeared" (Provider Three, Question One).

Industry now views itself as having to move with the times as has been noted: "beginning to require tertiary qualifications more often now as they are becoming more common place in the hospitality industry" (Industry

Questionnaire Fifteen, Question Five). But having a degree can have repercussions in the form of graduates being seen as something special. This can cause problems in the industry because "due to the amount of unqualified management there is often a problem with them as they feel threatened by the newcomer and close them out" (Industry Questionnaire Two, Question Nine). So, does the degree prepare students for employment? Yes. Through the theory and practical that the students study, I feel that it does prepare them for industry. All new employees as a matter of course would have to undertake a probation period, and this should be no different for a graduate. Through the internship, which is embedded in every degree programme in New Zealand, there is the opportunity for graduates to step into industry instead of having to jump from the academic world into the business world. This makes graduates "user friendly" for industry, so that they are ready for employment and their future career.

Providers

Providers felt that their degrees were marketed well; although, there were some providers who, as of yet, had no graduates and felt they couldn't market the degree to its full potential. Industry had heard of certain providers and employed their graduates or took them on for internship.

Having a practicum (practical experience gained in front and back of house at the provider) as a component of a degree is seen as important, as the experience that is gained in a realistic training environment can be built on

when students venture into the working environment. As Morrison and Laffin (1995) suggested, if the objectives of a training restaurant were solely to introduce basic skills then this would see them eventually close. They go on to say that the development of analytical and synthesizing skills appropriate to degree-level is not well served by the industry experience alone (p.26). The providers also echo the importance of blending the environments of both practical and theory for the students. "Yes the degree gives each student a solid background and understanding of the hospitality industry. The practicum's and the internships also gives them the opportunity for employment once completed " (Provider Two, Question Eleven).

All the providers saw their programmes as giving their students the skills for future employment. Two thirds of the providers also mentioned the importance of having an internship component within the degree. "...it also has a 8 week placement in the industry to allow the students to gain practical and theory management experience" (Provider Three, Question Eleven).

New Zealand's hospitality qualifications have grown in quantity since the 1960s when it was first suggested the industry was lacking in trained staff. I feel that the internship component has gone some way to further co-ordinate that link between education and industry.

As educators, we are training hospitality managers of the future and what they are taught, and how they are taught could be improved by working

hand-in-hand with industry, as well as in the selection of suitable students to strengthen the degree.

Providers may need to consider the suitability of students before enrolling them onto a degree programme, as has been highlighted by research carried out by Andrew Jenkins through a bi-country research project on students entering hospitality management education. He examined the ramifications of the mis-match between students and the industry, and pointed out that, "...many hospitality students, through exposure to the subject and industry, become considerably less interested in selecting hospitality as their career of first choice. This may have important repercussions, both for the hospitality educator and the hospitality industry" (Jenkins, 2001, p. 19). Through a better selection process, the students understanding of the future career prospects and demands of hospitality can be highlighted to benefit both providers and the industry.

As has been shown industry experience is important for the student for future employment. Education providers have recognised this and embedded internship papers into their programmes. This has helped to form closer links with the hospitality industry.

Another way that tutors could forge closer links to industry is by restructuring the requirements of professional development for tutors on the degree programmes. There are certain requirements of tutors in the form of research. But may be what is required is for tutors to go back into industry for certain periods to give them first hand experience of what is

going on in the industry and looking at what industry requires new and existing staff to be taught. I think it is essential that tutors keep their knowledge of the industry current.

Industry

Although providers felt that industry wasn't quite ready to accept this level of qualification, industry had good knowledge on what was being taught on the degrees. Industry did express that practicum's and internships were essential for graduates entering into the industry. They also saw the degrees as a fast track for career promotion within the industry. O'Mahony and Sillitoe (2001) conducted a research project to determine if qualifications enabled employees to receive faster promotion opportunities "... the link between formal qualifications and promotion within the hospitality industry appears to have strengthened. According to Wood (1994), for instance, "... there is evidence that, in the corporate sector at least, formal qualifications and formal training of employees at all levels has gained in importance"" (O'Mahony and Sillitoe, 2001, p.22).

The supervisory/team leader level of management was the suggested level by industry that a graduate should apply for. "Supervisory/team leader. However it depends on the individual's previous experience" (Industry Questionnaire Eight, Question Twelve). They also suggested issues employing graduates i.e. graduates' expectations and attitudes against graduates from employees. Jameson and Holden (2000) conducted research in Britain, on attitudes of employers towards graduates. "I

honestly don't expect to get too much out of them (i.e. graduates)...I haven't got very high expectations, my expectations are of them as people and just because they've got a degree I don't necessary expect them to produce anything. It's the fact they've got grades, they've got talent, they've got sense... its almost as if you know they're going to be all right with customers" (Jameson and Holden, 2000, p.268).

When respondents from industry were asked what content was being delivered on a degree programme, only two said that they had no idea. The rest of the respondents suggested a wide and varied selection of subjects. "Management techniques, computers skills, including use of software programs, industry characteristics, HR, IT, marketing, sales, finance, etc" (Industry Questionnaire Fifteen, Question Ten). "Practical situations, work experience, paper work of a manager" (Industry Questionnaire Eleven, Question Ten).

When asked what should be taught on a degree programme, half of the respondents suggested that there should be a practical component: "I think that all hospitality degrees should have some sort of student placement within the industry so the students learn the practical side" (Industry Questionnaire Seventeen, Question Eleven). One respondent took the time to write down exactly what students should be taught. "Above plus (professional customer service, budgeting communication skill, operations of all departments, basic marketing) never assume & always communicate, the guest is always right, professional & conservative grooming, etiquette & clear speech, cultural speech, word processing, emailing, fidelio - or similar

(popular hotel computer system) " (Industry Questionnaire Three, Question Eleven).

I have worked with duty managers who couldn't set a simple table setting; Unfortunately, these managers found it difficult to communicate with their staff. I think that this is one of the biggest fears of the industry, to have duty managers who are unable to set or serve a table as they don't have that hands on experience/knowledge to pass on or to lead by example.

Presently in the United Kingdom, providers are seeking to reduce the amount of practicums that students receive due to cost implications. As Baker et al (1995) have stated the credibility and cost of food and beverage training has become an issue, and teaching restaurants are an expensive facility (p.21). Two alternatives are being investigated: First, contracting the practicum work out, and second seeking industry support through sponsorship.

Industry and providers need to look at the future as industry may pay the price for not taking more of an interest in what providers are teaching. "The industry will find that it will cost them more not to have graduate employees as they compete for the consumer dollar. Lastly, industry and universities have gone in separate directions far too long and it is time we realise that we are in the same boat!" (Collins, 2002, p.162).

The makeup of the hospitality degree curriculum is an area that providers may have some influence over. This can be achieved through the industry

advisory board. Through these boards, advice can be given on the structure and development of new and existing programmes that can better equip the student for future employment.

When asked about the type of and the level of qualifications their managers had achieved, industry gave a vast and varied list of different levels of qualifications. A quarter of them mentioned that their chefs were also fully qualified. Again, this poses an interesting question: on one hand industry mentions that graduates can not enter the industry at a managerial level, but on the other hand they are all too willing to tell you what qualifications their managerial staff have. It seems to me that as long as you have a qualification and have trained somewhere else, then industry will take you on.

When asked about what in-house training was undertaken, half of the industry respondents said that no in-house was conducted due to the fact that it was either contracted out or no in-house training was completed. "Not formally but we are always learning and teaching" (Industry Questionnaire Fourteen, Question Nineteen). Some of the respondents were very precise on how much training went on. The amount varied from 8 hours induction to 60 days a year, but some respondents were not so precise. "No set allocation dependant on position" (Industry Questionnaire Ten, Question Sixteen). There was a small percentage of formal training being undertaken in the industry via NZQA and funding from government on completion of qualifications. "Hotel and government as part of national

qualifications framework we receive a subsidy for all successfully passes" (Industry Questionnaire Sixteen, Question Seventeen).

What is the answer to training within the hospitality industry? In my view there are two answers: one is that industry and providers need to work hand in hand to release staff for day courses or for block courses in the off season; the other is to introduce more accredited work based assessors to enable staff to pass unit standards and work towards certificates, diplomas and degrees while working.

The future of hospitality degrees

The first Hospitality degree was introduced into New Zealand in 1993 by Lincoln University, Christchurch. Eleven years later, there are now six providers that offer hospitality degrees. It was interesting to note that it was the providers who suggested that it was industry, itself, that was the driving force towards having this level of qualification within New Zealand. "Yes domestically and internally employers are requiring that corporate recruits and managers have a degree as part of their employment prior to starting" (Provider Three, Question One). Although when questioned if they had had to modify anything in their delivery or content of their particular degree all but one of the providers had made slight alterations to their programme. "We have changed components of the programme after consultation with key industry organisations past and present students" (Provider Six, Question Twelve).

When providers were asked to comment on the future of their degrees in their present form, half stated that they were offering it on a part time basis, and only one of these providers offered it extramurally. This provider then went on to say "I believe that more extramural courses are required because of the low unemployment and NZ becoming a bigger tour destination" (Provider Two, Question Sixteen). The actual form of the degree may need to change and alternative ways of delivery may also need to be found. There is a growing demand for alternative ways of delivering the degree. Students are not willing to dedicate three years of their lives to fulltime study; further there has been an increase in the amount of part time students studying. Sigala and Baum (2003) agreed with this when they suggested that a new breed of students had been identified. These students wanted a flexible education system consisting of flexible learning and teaching processes. Students felt that full-time enrolment in an academic institution would not suit them due to taking on part-time jobs (p.372).

Alternative ways of delivering the degree have been the subject of various research projects conducted throughout the world, investigating alternative delivery methods for hospitality education. One particular study identified the perceived barriers to participation in tertiary education among hospitality employees. In this study conducted by O'Mahony and Sillitoe they suggest that "Distance education is another alternative: however, surprisingly, courses in hospitality studies offered by distance education are few and far between" (O'Mahony and Sillitoe, 2001, p.27).

Another issue that providers will face in the future is the population of this country, as this may make it difficult to recruit students. Providers may have to look at the hospitality industry as a source of students as this could be an ideal market for the degrees to continue in the future. Providers would have to look at how and what form they would offer their degrees. There are certain barriers that industry would have to approach before anything could happen. One barrier would be how industry releases their staff for further study "...as we are dealing with an existing employee is it very hard to return from FT employment to FT study" (Industry Questionnaire Six, Question Fourteen). Another barrier is the attitude towards that level of qualification: "if they were already a manager then I don't see the need for them to undertake a hospitality management qualification unless they personally desired it" (Industry Questionnaire Eighteen, Question Fourteen).

The two things that will enable the degrees to survive would be having a student base for enrolments as has been discussed and to sustain the motivation of providers to strengthen their degrees. "The two main steps to help hospitality educational programmes to survive are: positioning educational products to their designed target market; and redefining the mission of educational institutes and restructuring educational products to fulfil that mission" (Jayawardena, 2001, p.313). Providers may have to re-look at the students they are marketing to, and what form the hospitality degrees are being offered, this could ensure the future of hospitality degrees within the New Zealand context.

Conclusion

In this chapter I have discussed the three main issues that have been brought to light by the literature review I conducted and the findings from the data I collected. These issues varied from; what place do hospitality degrees have here in New Zealand to what is the future for these degrees. A conclusion of these issues will be discussed in the next chapter.

CONCLUSIONS AND RECOMMENDATIONS

Introduction

As with most research projects, when you start with one question, it multiplies into many more. I have brought to light some of the issues that hospitality degrees are faced with in New Zealand. This thesis will add value to the current body of knowledge on this subject. As it can be seen in the title this research is exploratory and I feel this is an area where more research is necessary.

This research topic in essence is about one of my passions--Hospitality. I don't think there is anything better than being able to give someone a fantastic "meal experience" or "home away from home experience". As I have said the hospitality industry is one you will either love or hate. To succeed you have to have a real passion and flair for what you do.

On the surface, hospitality may seem fairly simple: you look after people; you feed them; you water them; you may give them a bed for the night. However, I hope that one thing I have demonstrated in this study is that hospitality is anything but simple--especially when you try to find a single, accepted definition for the word "hospitality".

I started this research journey wanting to know the answer to one question and like most research journeys; mine had a few detours along the way.

Consequently, I didn't take the direct route, and I ended up wanting to know the answer to various questions:

- 1) What is the place of hospitality degrees within the New Zealand context?
- 2) What is the history of hospitality education within the New Zealand context?
- 3) What are the perspectives of students, providers and the industry on hospitality degrees within the New Zealand context?
- 4) What is the future of hospitality degrees within the New Zealand context?

This research has shown that providers of hospitality degrees are facing the following challenges: -

- 1) Having a small student population
- 2) New Zealand being seen as a "safe" destination resulting in having one of the lowest all time unemployment rates
- 3) An emerging skills gap
- 4) Limited research being conducted to determine if the New Zealand hospitality industry needed or demanded this level of qualification.

As this thesis has shown, there is still not one single, all-encompassing definition of hospitality but when I have referred to "hospitality" in my thesis, the definition I am most drawn to is this "hospitality is accommodating the general public with a place to stay and or to serve them

food and beverage while they are away from their home environment" (Harkison, 2004). Research being undertaken in this field in New Zealand is still in its infancy.

What type of degree is hospitality? Vocational or non-vocational? In my view degrees are vocational courses, as argued by Ineson and Kempa (1996), which guide students into professions that are of vocational orientation (p.14). In the literature review, they stated that hospitality management came under vocational training along side medicine and education because of the practical element that these degrees have in them. Non-hospitality academics have had to accept the degree for what it is: a vocational degree. Embedded are practical elements, and the qualification should lead a student directly into a particular profession.

As previously mentioned in the discussion chapter, degrees in hospitality need to be bench marked by both industry and providers. A governing body like an Industry Training Organisation (ITO) could be introduced in order to conform standards and unification of the degree programmes. This benchmarking could take the form of the "five basics" of hospitality management (Finance, marketing, management, front/back of house and an internship programme). The diversity in titles of degrees, the position that degrees sit within facilities and different delivery materials has not contributed to the creditability of hospitality degrees. This benchmarking could give employers direction when employing graduates by indicating the graduate's level of knowledge obtained through study.

There are countries that could be considered the grandparents of degrees in hospitality: For example, the USA who has been providing tertiary education in hospitality since the 1920s. Through this longevity, it could be argued that this is one factor in maintaining the credibility of hospitality degrees. With this considerable amount of experience, you would think that the hospitality industry and educators could decide on the best way to train people to maintain credibility of the degree programmes. There are countries in similar positions as New Zealand in regards to the length of time degrees have been delivered. For example Italy, degrees were established in 1993. Through this honeymoon period, lessons need to be embraced from well-established providers in different countries. This can be seen by the focus on operational and craft skills with the gradual move to a more management and business style of training, as is evident in the hospitality education of the US. By taking on board these lessons this will preserve the longevity and credibility of degree programmes here in New Zealand.

This research has highlighted the importance of internships to both industry and students. The research completed in New Zealand paralleled what industry's perspectives were of graduates in overseas studies. Although when it came to students' perspective of what position they saw themselves in after graduating, this study directly contradicted the research that had been conducted overseas. Evidence has shown that students are aware of the position they are most likely to apply for after graduating.

The curriculum in hospitality degrees has had ongoing debate between providers and industry: "ever since they were first offered in British Universities and colleges, about 30 years ago, hospitality management degree courses have been under almost constant criticism from hospitality management practitioners..." (Jenkins, 2001, p.13). I think it comes back to having a need to introduce benchmarking into both industry and education. Industry may need to look at positions and determine what they would need in regards to qualifications; for example, a food and beverage manager should have a degree in hospitality and two years experience.

To sustain the value of degree programmes, alternative ways of delivery and the ability to maintain currency through professional development of tutorial staff is essential. This will contribute towards enticing students into further study benefiting the hospitality industry. As suggested by Blum "Many of the hospitality managers who will be responsible for meeting the challenges of tomorrow are the hospitality management students of today. How well they are prepared to meet these challenges depends on the quality of the current hospitality management curriculum and educators" (Blum, 1996, p.22).

As educators, we are here to equip students for management roles within the hospitality industry. This study has shown that providers did give the necessary skills and knowledge that graduates and industry were seeking. This was highlighted through industry's endorsement of practicum's and internships. Graduates also provided evidence through course reviews

indicating that the structure and quality of the programme meet with their expectations.

Industry can be very vocal when expressing their concerns to educators about the ability of recent graduates. In contrast, industry can drag their heels when asked for feedback that can assist in the future development and improvement in delivery of degree programmes. This is evident through industry's indecisiveness, as Ladkin (2000) suggests there is much debate amongst industry concerning the training of new recruits (p.226). This study has also highlighted differing perspectives regarding the support given by industry. Providers have gone some way to develop closer links with industry. As discussed previously, Hospitality Industry Advisory Boards have been established. History has shown that the New Zealand government has also assisted through incentives such as supporting trainees with money to attend a hotel management course in England.

This study has also highlighted the infrequency of in-house training within the hospitality industry. Further initiatives from providers and discussions through established Advisory Boards could provide structured courses of block and low season training. This could enable a work force to gain formal qualifications to bridge the emerging skills gap and go some way to further establishing provider industry links.

"Does the degree prepare students for employment?" Was maybe one of the most interesting issues to come out of the data collected. No one gave "yes" as an outright answer. What needs to be addressed is how to solve

this and internships maybe the key. Industry needs to look at how they "train" pre-graduates while on internships. This could be accomplished by either giving them a set of goals and objectives to be attained or by designing a "mini trainee manager's programme" for the pre-graduate to follow. Providers also need to look at how much practical experience they give their students during the degree programme before commencing employment.

Meeting Nerilee Hing at the CAUTHE (Council of Australian Universities Tourism and Hospitality Educators) conference in 2003 was both enlightening and has encouraging; she looked at the challenge of producing hospitality education as a triangle. She saw the challenge to be taken up by students, providers and industry. Her statement was "Meeting both industry and student expectations of hospitality/tourism education is an ongoing challenge which may best be met by further stakeholder involvement in the design and improvement of course curricula. In addition, hospitality/tourism education needs in the Asia Pacific region provide both challenges and opportunities for education and training providers" (Hing, 1997, p.251). These comments echo the findings of this study and support the need for further linkage between providers and industry.

What place do hospitality degrees have in New Zealand? In my view they have a permanent place in the New Zealand education system. It has been shown in this study that there is a need for managers with theoretical and practical experience, which the degree can offer. However, there is ground to be cover by both industry and providers in order for degrees to

survive. To sustain this survival, industry and providers need to offer the best education for students to make the New Zealand hospitality industry a force to be reckoned with internationally.

Where should degrees be taught? University or polytechnic? In my view degrees should be taught at both, and that it should be the students' choice where to study. Both universities and polytechnics will have advantages and disadvantages for students'. There are certain hospitality educators that believe the degree does not belong at polytechnics. These educators believe that the only level that polytechnics should teach to is diploma. The Tertiary Education Commission (TEC) has clear definitions of what universities and polytechnics are and what they should teach. "University - a public tertiary education institution that is primarily concerned with advance learning and knowledge research and teaching to a postgraduate level. Polytechnic - a public tertiary education institution that is characterized by the wide diversity of vocational and professional programmes" (www.tec.govt.nz). What is interesting to note is that the words vocational and professional are actually mentioned in the polytechnic definition. Again this highlights the issue that hospitality degrees are faced with: How to define the degree and how non-hospitality academics look upon the degree. Links could be forged between universities and other providers to give hospitality degrees some credibility and standing in the academic community.

What is the future for hospitality degrees? In my view the future is uncertain, due to the issues I have mentioned previously: -

- 1) Small student population
- 2) Increase in employment
- 3) Limited research in the need/demand for degrees

To sustain the degree, providers need to look at expanding their student base by enrolling more international students, permanent residents and employees in the hospitality industry. Providers need to show industry that there are benefits to gaining a degree and that it can enhance the skill base of the industry. Providers also need to show prospective students that entering into the hospitality industry can be a worthwhile and rewarding career. This will take time and more research, but I feel there are huge benefits at having this level of qualification in the New Zealand hospitality industry. Research overseas indicates that higher qualifications are seen as the key to sustaining a long and progressive career in the hospitality industry for employees.

A problem that the New Zealand hospitality industry is facing is that there has not been enough time for people with this level of qualification to filter through. I hope that by continuing in education I can increase the amount of graduates entering into hospitality and make a difference. For me, this is something that I am very passionate about. My own students who - if I can nurture, support and maintain their passion for the industry - have the potential to become a real asset to the industry as a whole.

It has been previously stated that providers need to meet with industry, to discuss present and future direction. "Hospitality education must

undertake a comprehensive curriculum reform to better serve the hotel and restaurants industries on the threshold of the third millennium" (Jenkins 2001, p.13). This is especially true here in New Zealand as we are seen a "safe" haven and we are more accessible destination to the rest of the world. So our hospitality should not only meet but also exceed international standards and not rely on the "she'll be right" attitude.

Recommendations

As with any research, the process tends to unearth so many other aspects for ongoing investigation. This thesis has brought to light some of the issues that hospitality degrees are facing in New Zealand. While undertaking this research, I think that I have discovered many more existing opportunities for further research in order to address the issues that I have highlighted.

I have found that conducting research on the subject of the history of degree level hospitality qualifications was very limited due to available data. More research needs to be carried out on this subject.

In general, the reasons behind the increase and improvement of hospitality qualifications in New Zealand are limited and more research has to be completed on this subject.

Research into enhancing the quality of New Zealand professionalism must become the long-term goal of the hospitality industry.

This research topic could be repeated using different populations and different samples. As we know the hospitality industry is wider than four and five star hotels.

Collaborative research with other providers could be conducted, again, to repeat this topic of research in order to look at different populations.

More research needs to be conducted, published and circulated to degree providers and industry in order to forge links and discussion groups as is presently undertaken by H.S.I and diploma providers (ITPNZ Hospitality Forum).

If more hospitality research is conducted, then the issue of having to "import" methodologies from other disciplines could be addressed. The result of using other research methodologies has been the failure to reflect the richness and complexity of the hospitality environment.

I will end this chapter and thesis with one last recommendation that I am still coming to terms with! I intend to continue my research journey by conducting further projects in hospitality research--after I have recovered from completing this thesis!

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APPENDICES

Appendix A - Questionnaire for students

Thank you again for the time you are going to spend filling in this questionnaire.
This should take no longer than 20 minutes to fill in.
Please answer the questions in the response lines following the question.
If you have any questions about any of the questions please call me Tracy-Lesley Harkison on
***** extension *****.

Once you have completed this questionnaire please return it in the self addressed envelope that is attached to this questionnaire or send it to Tracy-Lesley Harkison, *****

Should you have any concerns about this study or the way I have carried it out please contact Linda Leach, College of Education, Massey University, Wellington Campus, Private Box 756, Wellington, Phone 04 8012794 L.J.Leach@massey.ac.nz

Or

Chairperson, Massey University Wellington Campus Ethics Committee, Massey University, Wellington Campus, Private Box 756, Wellington, Phone 04 8012794.

1. Had you worked in the hospitality industry before commencing the Bachelor of xxxxxxxx? If so in what capacity and how long for?

2. Why did you choose the xxxxxx?

3. Why did you choose xxxxxxxxxxxxxxxxx?

4. Have your expectations of the course been met? If not why not?

5. Do you see the Degree giving you the necessary skills for employment?

6. What employment opportunities do you see when you have graduated?

7. Do you see the internship as an important part of the Degree? If so why? If not why not?

8. What is your perspective of what the hospitality industry thinks of a degree in hospitality?

9. What do you think the perspective of the hospitality industry is in New Zealand?

10. Do you think hospitality is seen as a profession? If so why? If not why not?

Appendix B - Questionnaire for industry

Thank you again for the time you are going to spend filling in this questionnaire.
This should take no longer than 20 minutes to fill in.
Please answer the questions in the response lines following the question.
If you have any questions about any of the questions please call me Tracy-Lesley Harkison on
***** extension *****

Once you have completed this questionnaire please return it in the self addressed envelope that is attached to this questionnaire or send it to Tracy-Lesley Harkison, *****

Should you have any concerns about this study or the way I have carried it out please contact Linda Leach, College of Education, Massey University, Wellington Campus, Private Box 756, Wellington, Phone 04 8012794 L.J.Leach@massey.ac.nz
Or
Chairperson, Massey University Wellington Campus Ethics Committee, Massey University, Wellington Campus, Private Box 756, Wellington, Phone 04 8012794.

For this questionnaire I am using management employee to mean those people who are within a hospitality management position within your organisation.

1. Within your organisation how many management employees do you employ?

2. What hospitality qualifications do these management employees have?

3. Are any of these hospitality management qualifications from overseas?
If so what countries?

4. Do you think there is a difference in caliber if your management employee has an overseas hospitality management qualification? Why?

5. What hospitality management qualifications would you require a new management employee to have? Why?

6. Would you employ someone with only hospitality management qualifications? If yes, what hospitality qualifications?

7. Would you employ someone with only hospitality experience? If so what hospitality experience?

8. What would you say are ideal employee credentials? (i.e. how many years experience, what qualifications and what else would you look for)

9. What do you think graduates who come straight out of university with a degree in the hospitality field have to offer your organisation?

10. What do you think is taught on a hospitality degree?

11. What do you think should be taught on a hospitality degree?

12. What level of management should a hospitality graduate apply for once they have finished their degree? Why?

13. In your view is a degree enough for someone to enter management levels in the hospitality industry?

14. What if any, hospitality management qualification would you encourage your management staff to undertake? Why?

15. What in-house training is taking place for your hospitality management employees in your organisation?

16. How much time is allocated to in-house training in your organisation?

17. Who funds it?

18. Are any hospitality management employees in your organisation completing any form of hospitality management qualification? If yes which qualifications? If no, why not?

19. Is there any in house management training taking place within your organisation? If yes what training is offered? If no why is none offered?

Appendix C - Questionnaire for lecturers/tutors

Thank you again for the time you are going to spend filling in this questionnaire.
This should take no longer than 20 minutes to fill in.
Please answer the questions in the response lines following the question.
If you have any questions about any of the questions please call me Tracy-Lesley Harkison on
***** extension *****

Once you have completed this questionnaire please return it in the self addressed envelope that is attached to this questionnaire or send it to Tracy-Lesley Harkison, *****

Should you have any concerns about this study or the way I have carried it out please contact Linda Leach, College of Education, Massey University, Wellington Campus, Private Box 756, Wellington, Phone 04 8012794 L.J.Leach@massey.ac.nz
Or
Chairperson, Massey University Wellington Campus Ethics Committee, Massey University, Wellington Campus, Private Box 756, Wellington, Phone 04 8012794.

1. Is there a need for degrees in hospitality within New Zealand?

2. Is the hospitality industry ready for this level of qualification?

3. How many of the lecturers/tutors on the degree programme have a degree in hospitality?

4. What are these degrees and what education institutes are they from?

5. Is an international hospitality degree different from a New Zealand hospitality degree? If yes, in what ways do you think it is different?

6. What is your perspective of what the hospitality industry thinks of a degree in hospitality?

7. What do you think the perspective of the hospitality industry is in New Zealand?

8. Do you think that there is international recognition for your hospitality degree?

9. How well do you think your hospitality degree is marketed? Why?

10. Do you think hospitality is seen as a profession? If so why? If not why not?

11. Do you see your degree programme giving your students the necessary skills for employment? If so why? If not why not?

12. Have you changed any of your degree programme because of internal or external factors? If so why and what?

13. What employment opportunities have your graduates had after they graduated?

14. Do you have an internship as an important part of your degree programme? If so why? If not why not?

15. In what form is your degree offered? (i.e. part-time, full time, extramurally)

16. Can your degree survive, in the form it is offered, in the future? Why?

Appendix D - Introduction letter for students

(Print on Massey University department letterhead)
(Logo, name and address of department/school/institute/section)

Dear

Please allow me to introduce myself my name is Tracy-Lesley Harkison. I am studying to complete my Masters of Education (Adult Education) part-time at Massey University.

As part of my masters thesis: I am undertaking a research project on Hospitality degrees in New Zealand: Exploratory research.

The purpose of the research is to investigate these degrees, how providers attract students to do these degrees, what the hospitality industry perspective is of these degrees and what students are experiencing while doing these degrees. The end result is to make recommendations in regards to possible future directions for industry, tutors and institutes.

If you are interested in participating in this questionnaire, please complete this and return in the self-addressed envelope attached.

If you decide to participate any information about you will be confidential to my supervisors and myself. No one else will have access to it.

Should you require any further information on this study please contact Linda Leach, College of Education, Massey University, Wellington Campus, Private Box 756, Wellington, Phone 04 8012794 L.J.Leach@massey.ac.nz

This project has been reviewed and approved by the Massey University Human Ethics Committee, WGTN Protocol 03/127. If you have any concerns about the conduct of this research, please contact Mr Jeremy Hubbard, Acting Chair, Massey University Wellington Human Ethics Committee; telephone 04 8012794 ext 6358 email J.J.Hubbard@massey.ac.nz.

I look forward to hearing from you

Warm regards

Tracy-Lesley Harkison

Appendix E - Consent form students (print on Massey University department letterhead)

(Logo, name and address of department/school/institute/section)

Hospitality degrees in New Zealand: Exploratory research

Consent form

This consent form will be held for a period of five (5) years

I would like to thank-you in advance for allowing me to interview you. Before you sign this letter I would like to remind you that: -

All information received will be treated with the utmost confidentiality and anonymity.

You have the right to decline participating in the interview at anytime

You have the right to refuse to be interviewed on tape

You have the right to have the tape turned off at any time.

Information received from this interview will be kept under lock and key and destroyed after the final report has been completed

Upon completion of the thesis all information will be stored in a secure place for five years then destroyed in the appropriate manner.

Should you require any further information on this study or if you were not happy with the way in which it was undertaken please contact Linda Leach, College of Education, Massey University, Wellington Campus, Private Box 756, Wellington, Phone 04 8012794, LJ.Leach@massey.ac.nz

This project has been reviewed and approved by the Massey University Human Ethics Committee, WGTN Protocol 03/127. If you have any concerns about the conduct of this research, please contact Mr Jeremy Hubbard, Acting Chair, Massey University Wellington Human Ethics Committee; telephone 04 8012794 ext 6358 email J.J.Hubbard@massey.ac.nz.

I have read the information sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree/do not agree to the interview being audio taped.

I agree to participate in this study under the conditions set out in the information sheet.

Thank-you once again for participating in this research.

Signature of participant_____

Full name - printed_____

Date_____

Signature of interviewer_____

Full name - printed_____

Date_____

Appendix F - Introduction letter for Industry

(print on Massey University department letterhead)
(Logo, name and address of department/school/institute/section)

Dear

Please allow me to introduce myself my name is Tracy-Lesley Harkison. I am studying to complete my Masters of Education (Adult Education) part-time at Massey University.

As part of my masters thesis: I am undertaking a research project on Hospitality degrees in New Zealand: Exploratory research.

The purpose of the research is to investigate these degrees, how providers attract students to do these degrees, what the hospitality industry perspective is of these degrees and what students are experiencing while doing these degrees. The end result is to make recommendations in regards to possible future directions for industry, tutors and institutes.

If you are interested in completing this questionnaire, please complete this and return it using the self-addressed envelope that is attached.

Your decision to participate in this interview is completely voluntary. If you decide to participate any information about you will be confidential to my supervisors and myself. No one else will have access to it.

Should you require any further information on this study please contact Linda Leach, College of Education, Massey University, Wellington Campus, Private Box 756, Wellington, Phone 04 8012794 L.J.Leach@massey.ac.nz

This project has been reviewed and approved by the Massey University Human Ethics Committee, WGTN Protocol 03/127. If you have any concerns about the conduct of this research, please contact Mr Jeremy Hubbard, Acting Chair, Massey University Wellington Human Ethics Committee; telephone 04 8012794 ext 6358 email J.J.Hubbard@massey.ac.nz.

I look forward to hearing from you

Warm regards

Tracy-Lesley Harkison

Appendix G - Consent form industry (print on Massey University department letterhead)

(Logo, name and address of department/school/institute/section)

Hospitality degrees in New Zealand: Exploratory research

Consent form

This consent form will be held for a period of five (5) years

I would like to thank-you in advance for allowing me to interview you. Before you sign this letter I would like to remind you that: -

All information received will be treated with the utmost confidentiality and anonymity.

You have the right to decline participating in the interview at anytime

You have the right to refuse to be interviewed on tape

You have the right to have the tape turned off at any time.

Information received from this interview will be kept under lock and key and destroyed after the final report has been completed

Upon completion of thesis all information will be stored in a secure place for five years then destroyed in the appropriate manner.

Should you require any further information on this study or if you were not happy with the way in which it was undertaken please contact Linda Leach, College of Education, Massey University, Wellington Campus, Private Box 756, Wellington, Phone 04 8012794.

L.J.Leach@massey.ac.nz

This project has been reviewed and approved by the Massey University Human Ethics Committee, WGTN Protocol 03/127. If you have any concerns about the conduct of this research, please contact Mr Jeremy Hubbard, Acting Chair, Massey University Wellington Human Ethics Committee; telephone 04 8012794 ext 6358 email

J.J.Hubbard@massey.ac.nz.

I have read the information sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree/do not agree to the interview being audio taped.

I agree to participate in this study under the conditions set out in the information sheet.

Thank-you once again for participating in this research.

Signature of participant_____

Full name - printed_____

Date_____

Signature of interviewer_____

Full name - printed_____

Date_____

Appendix H - Introduction letter for lecturer/tutors

(Print on Massey University department letterhead)
(Logo, name and address of department/school/institute/section)

Dear

Please allow me to introduce myself my name is Tracy-Lesley Harkison. I am studying to complete my Masters of Education (Adult Education) part-time at Massey University.

As part of my masters thesis: I am undertaking a research project on Hospitality degrees in New Zealand: Exploratory research

The purpose of the research is to investigate these degrees, how providers attract students to do these degrees, what the hospitality industry perspective is of these degrees and what students are experiencing while doing these degrees. The end result is to make recommendations in regards to possible future directions for industry, tutors and institutes.

If you are interested in completing this questionnaire, please complete and return it using the self-addressed envelope that is attached.

Your decision to participate in this interview is completely voluntary. If you decide to participate any information about you will be confidential to my supervisors and myself. No one else will have access to it.

Should you require any further information on this study please contact Linda Leach, College of Education, Massey University, Wellington Campus, Private Box 756, Wellington, Phone 04 8012794 L.J.Leach@massey.ac.nz

This project has been reviewed and approved by the Massey University Human Ethics Committee, WGTN Protocol 03/127. If you have any concerns about the conduct of this research, please contact Mr Jeremy Hubbard, Acting Chair, Massey University Wellington Human Ethics Committee; telephone 04 8012794 ext 6358 email J.J.Hubbard@massey.ac.nz.

I look forward to hearing from you

Warm regards

Tracy-Lesley Harkison

Appendix I - Consent form lecturers/tutors

(Print on Massey University department letterhead)
(Logo, name and address of department/school/institute/section)

Hospitality degrees in New Zealand: Exploratory research

Consent form

This consent form will be held for a period of five (5) years

I would like to thank-you in advance for allowing me to interview you. Before you sign this letter I would like to remind you that: -

All information received will be treated with the utmost confidentiality and anonymity.
You have the right to decline participating in the interview at anytime
You have the right to refuse to be interviewed on tape
You have the right to have the tape turned off at any time.
Information received from this interview will be kept under lock and key and destroyed after the final report has been completed

Upon completion of thesis all information will be stored in a secure place for five years then destroyed in the appropriate manner.

Should you require any further information on this study or if you were not happy with the way in which it was undertaken please contact Linda Leach, College of Education, Massey University, Wellington Campus, Private Box 756, Wellington, Phone 04 8012794, LJ.Leach@massey.ac.nz

This project has been reviewed and approved by the Massey University Human Ethics Committee, WGTN Protocol 03/127. If you have any concerns about the conduct of this research, please contact Mr Jeremy Hubbard, Acting Chair, Massey University Wellington Human Ethics Committee; telephone 04 8012794 ext 6358 email J.J.Hubbard@massey.ac.nz.

I have read the information sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree/do not agree to the interview being audio taped.
I agree to participate in this study under the conditions set out in the information sheet.
Thank-you once again for participating in this research.

Signature of participant _____
Full name - printed _____
Date _____

Signature of interviewer _____
Full name - printed _____
Date _____

Appendix J - Transcribers agreement (print on Massey University department letterhead)

(Logo, name and address of department/school/institute/section)

Hospitality degrees in New Zealand: Exploratory research

I (Full Name - printed) agree to transcribe the tapes provided to me.

I agree to keep confidential all the information provided to me.

I will not make any copies of the transcripts or keep any record of them, other than those required for the project.

TRANSCRIBER

Signature: Date:

WITNESS

Signature: Date:

Full Name - printed

